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ABSTRACT

This resource guide is intended to assist local Texas school districts in the implementation of site-based decision-making and in the development of district and campus plans that will result in improved student performance. This document includes information on site-based decision-making and suggestions for developing district and campus plans. It also outlines the procedures for submitting the district plan for site-based decision-making to the commissioner of education, as required by Texas House Bill 2885. Also included are a comparison of site-based decision-making to traditional decision-making, the legislative requirements for site-based decision-making, and a bibliography of journal articles, books, and other professional sources on site-based decision-making. With the exception of the citations of law and the required procedures for submission of the district plan for site-based decision-making to the commissioner of education, no other part of this document is intended as a mandate or state prescription. Appended are sources of support in implementing site-based decision-making, a calendar of professional development events, excerpts of law related to site-based decision-making and planning, and correspondence from the Texas Education Agency on the subject. (125 references) (MLF)

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Resource Guide on Site-based Decision Making and District and Campus Planning

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January, 1992

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**Members of the State Advisory Committee
on
Site-Based Decision Making**

Representatives of Professional Organizations and Associations

Ms. Ermalce Boice, Texas State Teachers Association
Ms. Sandi Borden, Texas Elementary Principals and Supervisors Association
Dr. Joan Burnham, Texas LEAD Center
Ms. Bobbie Eddins, Texas Association of Secondary School Principals
Ms. Sandra Parks Gifford, Teacher of the Year, Paris Independent School District
Ms. Cindy Holdway, Texas Association of School Boards
Ms. Shirley Igo, Texas Parent and Teacher Association
Ms. Mary Long, Teacher of the Year, Austin Independent School District
Dr. Ed Manigold, Texas Association of School Administrators
Dr. Nancy McClaran, Texas Association for Supervision and Curriculum Development
Mr. Mike McLamore, Association of Texas Professional Educators
Mr. John O'Sullivan, Texas Federation of Teachers
Mr. Don Rogers, Texas Association of Community Schools
Mr. Landon Short, Texas Business and Education Coalition
Mr. Lloyd Tate, Texas Classroom Teachers Association
Mr. Steve West, Texas Association of School Business Officials

Representatives of Local School Districts

Ms. Kaye Contreras, Austin Independent School District
Dr. Hal Guthrie, Spring Branch Independent School District
Dr. Stan Paz, El Paso Independent School District
Dr. Dan Powell, Fort Worth Independent School District

Representatives of Education Service Centers

Ms. Priscilla Baker, Education Service Center, Region 18
Mr. George Brown, Education Service Center, Region 8
Ms. Carolyn Carr, Education Service Center, Region 4
Dr. Royce King, Education Service Center, Region 13
Ms. Ann Lauder, Education Service Center, Region 20
Dr. Robert Nicks, Education Service Center, Region 5
Dr. Bill Smith, Education Service Center, Region 10

Staff of the Texas Education Agency

Dr. Lionel Meno, Commissioner of Education
Dr. Rubén Olivárez, Executive Deputy Commissioner of Accountability
Dr. Deborah Nance, Division Director, Office of Accountability
Ms. Sandra Neubert, Division Director, Office of Accountability
Ms. Neida Estringel, Superintendency Fellow, Office of Accountability
Mr. Rod Siebels, Program Coordinator, Office of Accountability
Mrs. Joyce Urban, Administrative Secretary, Office of Accountability

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Introduction

The education reforms across the United States during the past decade have been paralleled -- and in some instances given leadership -- by the state of Texas. The powerful demographic changes in our state toward a predominantly minority school population and the apparent failure of our schools to ensure a high level of academic performance and a minimum incidence of dropouts among our school children spurred massive legislative responses aimed at rectifying a state education system that was perceived to be in crisis. The period of the 1980's was one of strong direction and prescription from the state level as to the details of local school curriculum, class schedules, program structures, resource allocations, professional appraisal procedures, salary schedules, and student assessment methods.

This period has presented a tremendous challenge for our schools. Our statewide educational system has undergone a rapidly evolving metamorphosis, often shaped by frequent and detailed legislative mandates. To a limited extent, our children have begun to reap the benefits of some of these reform elements, such as constantly rising expectations for performance on state-adopted academic skills tests, gradually improving technology-based information systems, and expanding alternative professional preparation programs. However, the constraints imposed by such extreme state-level control of specific education structures has also served, at times, to rigidly inhibit innovative instructional strategies.

In the midst of intense state government prescription on "how" local educational programs were to be structured and delivered, independent school systems searched for alternative, more effective ways to meet the needs of diverse student populations. Initiatives emerged for "restructuring" the organization and management of educational programs. A number of local districts pioneered the use of strategic

planning, utilizing committees that included parents and community members to set long-range educational goals. Some campuses, realizing the negative consequences of repeatedly tracking specific students into minimum-expectation courses, quietly abolished state-required "remedial" classes and created interdisciplinary team schedules around classes with heterogeneous groupings.

This ground swell of grassroots reform has surfaced at the state level with a recent shift in legislation aimed at redirecting the educational reform. This second wave of reform is focused on *decreasing* the role of the state in determining specifically how programs are conducted at the school level. The new outlook at the state level is to clear the path for campus-based initiatives aimed at improving outcomes for all students.

Legislative actions that signal this new approach are a series of mandates for accountability for student performance paired with mandates for the establishment of committees at the district and campus levels to assist in developing local educational goals and initiatives. In addition to a strong focus on expectations for improved student performance embedded in the law, the intent of organizational decentralization is clearly empowered through a set of related legislative measures.

Senate Bill 1, passed in June of 1990, provided for the establishment of district and campus committees whose classroom teacher and campus-based staff representatives are elected. Senate Bill 1 also provided that principals are to have primary authority for campus staff appointments, after consultation with faculty regarding the desired qualifications for the position. Likewise, principals' appraisals are to be based, in part, on campus progress in attaining student performance objectives set by the principal with the assistance of the campus committee of teachers, other campus professional staff, parents, and community members. In addition, campuses and districts have the option of requesting

waivers from inhibitions in law or state rules from the state commissioner of education, after local school board approval of the request.

In May of 1991, House Bill 2885 was passed, requiring "site-based decision making." This section of the law is an extension of the move toward decentralization begun in Senate Bill 1. The law does not establish a new set of campus committees, but instead directs local school districts to outline the role of the campus committees already mandated in Senate Bill 1 to include responsibility for improving student outcomes through goal setting, curriculum, budgeting, staffing patterns, and school organization. This section of law requires that districts' plans for site-based decision making be developed and submitted to the commissioner of education for approval by September 1, 1992.

While it may appear paradoxical that the state dictate local decision-making mechanisms, this legislation represents a major philosophical turning point at the state level. It is the message that it is the business of local communities and their respective school systems to determine *how* educational programs will be structured -- and that the state's role is to establish the standards for performance, determine district accountability with respect to state standards, and coordinate technical support to assist local districts in their efforts to improve student performance. Equally clear is the message that local school districts must also decentralize decision making.

To provide assistance to districts in this shift to local decision making, House Bill 2885 calls on the commissioner of education to identify or make available various models for implementing site-based decision making. The commissioner is also charged with arranging for training in site-based decision making through multiple sources for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.

In order to address these provisions in law in a way that reflects broad-based support from many perspectives, the commissioner of education established the State Advisory Committee on Site-Based Decision Making in September of 1991. It is a collaborative team that represents teachers, board members, parents, business leaders, principals, central office administrators, superintendents, and education service centers.

Many hours have been spent by the advisory committee in analyzing the provisions of the law and reaching consensus on advising the commissioner on how to address the requirements. The committee has come to general agreement that the campus committees for site-based decision making established in House Bill 2885 are the same committees first established in Senate Bill 1 under TEC Section 21.7532 through an elected procedure set forth in TEC Section 21.930. This interpretation has received the approval of the commissioner.

The committee has reviewed numerous professional development materials on site-based decision making, and on district and campus planning. This resource guide is the result of the collaborative efforts of the advisory committee and represents the combined perspectives of all of the representatives within that group. It is designed to be a useful aid for districts in developing local plans while specifically avoiding "models" and prescriptive requirements that would be contrary to the entire concept of site-based decision making and the intent of Senate Bill 1 and House Bill 2885.

The guide is delivered in a loose-leaf binder because it is intended to be revised and augmented several times throughout the next few years as we undertake statewide efforts at refining our use of site-based decision making for the purpose of improving student performance.

Your questions, comments, and suggestions for improvement to this guide are specifically requested. The advisory committee intends to issue an addendum to this document which will compile commonly asked questions about site-based decision making and share answers with you that are developed by the commissioner with the advice of the committee.

Please address your questions to:

Texas Education Agency
Office of Accountability
Attention: Senior Director of Institutional Development
1701 North Congress Avenue
Austin, Texas 78701

There are as many different ways of developing and implementing site-based decision making as there are campuses in the state of Texas. In this guide you will find listings of contact persons and descriptors of current training events on site-based decision making available through education service centers and professional associations. You will also find a list of districts that have begun early development of procedures and local training for site-based decision making. The committee does not intend to cite these districts as "models." Rather, these districts have offered to serve as peer advisors who have already explored some of the challenges, complexities, and perhaps a few successful experiences as they have ventured forward in developing and implementing local site-based decision making procedures.

The most important point the advisory committee would like to make is simply this: *each district must develop its own plan within the context of the law and local policy and local condition*. It will take time, effort, and patience. The quality of the results and ultimate success in student achievement in each district will depend on each district's commitment to the process of collaboration.

Purpose

The purpose of this resource guide is two-fold. It is intended to assist local districts in the implementation of site-based decision making and in the development of district and campus plans that will result in improved student performance. This document includes information on site-based decision making and suggestions for developing district and campus plans. It also outlines the procedures for submitting the district plan for site-based decision making to the commissioner of education, as required in House Bill 2885.

It should be clearly understood that the plan is to be collaboratively developed and submitted to the commissioner by September 1, 1992. However, implementation is a long-term process that will only begin to take place at that time. The commissioner urges districts to "go forward cautiously with vigor" in the implementation of the plans, accomplishing the intent of the law within the time needed to ensure adequate training and broad-based support for the collaborative process.

This desire to develop and implement site-based decision making correctly within appropriate time frames should not be confused with a lack of commitment to implement site-based decision making statewide. The commissioner is fully committed to the implementation of site-based decision making as an essential component of educational reform.

Although many districts are already revising local policies and procedures to address the requirements of House Bill 2885 for site-based decision making, this document provides suggestions from the Texas Education Agency (TEA) for strategies that local districts may use to respond to the law. The State Advisory Committee on Site-Based Decision Making-Based Decision Making has met regularly to advise the commissioner and to develop the following:

- A collaborative definition of site-based decision making;

- Expected outcomes of site-based decision making;
- Recommended basic components of site-based decision making;
- Suggested steps for developing a district plan for site-based decision making;
- Procedures for submitting the district plan on site-based decision making to the commissioner of education for approval;
- Guidelines for district and campus improvement planning, implementation, and evaluation;
- Models, materials, and assistance in site-based decision making available through education service centers and professional organizations;
- Sources of examples of materials and practices used by local districts to implement site-based decision making; and
- Scheduled professional development events on site-based decision making by education service centers, professional associations, and others.

This document also includes a comparison of site-based decision making to traditional decision making, the legislative requirements for site-based decision making, and a bibliography of journal articles, books, and other professional sources on site-based decision making.

The information in this resource guide is intended as *recommendations* to assist educators. With the exception of the citations of law and the required procedures for submission of the district plan for site-based decision making to the commissioner of education, no other part of this document is intended as a mandate or state prescription.

Since one of the major responsibilities of district and campus advisory committees is the identification of educational goals, a section is provided entitled "Guidelines for District and Campus Planning, Implementation, and Evaluation." This section is also intended simply as a resource, rather than as a set of requirements. It is not expected that districts will use

these suggestions as prescribed formats by which they must re-configure already established, effective local procedures. The information provided in this guide is offered to augment the efforts of local educators in addressing the mandates of legislation pertaining to planning and site-based decision making.

Districts and campuses are strongly encouraged to work together at the local community level to create the structures and procedures that are suitable to local needs for site-based decision making and planning. While the provisions in law should certainly be addressed, those provisions outline only the barest basics. A tremendous amount of interpretation and development is left to the local discretion of district and campus staff, parents, and community members in shaping the delivery of educational services to students.

Definition of Site-Based Decision Making

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

Expected Outcomes of Site-Based Decision Making

The expected outcome of site-based decision making is *improved student performance* as a result of:

- Effective campus and district planning for the purpose of improved student performance;
- Improved community involvement in the school improvement process;
- Clearly established accountability parameters for student performance;
- Raised staff productivity and satisfaction;
- Improved communication and information flow;
- Consensus-based, effective decisions;
- Pervasive and long-range commitment to implementation;
- Increased flexibility at the campus level in the allocation and use of both human and fiscal resources; and
- Coordination of "regular" and special program components.

Site-Based Decision Making Compared to Traditional Decision Making

Site-based decision making may be contrasted with traditional organizational practices in the following ways:

Site-Based Decision Making

- 1) Goals are determined based on campus level staff perceptions of needs and analysis of campus level outcome data.
- 2) Implementation activities are self-directed and initiated by campus staff.
- 3) Budget development and decisions about the allocation of resources are controlled at the campus level, based on local campus needs and priorities.
- 4) Evaluation of student performance is individualized and ongoing to provide information relevant to instructional decisions.
- 5) Selection of staff is guided by criteria developed by faculty that reflect the team needs for instructional expertise.
- 6) Curriculum revisions and instructional methods are coordinated at the campus level to meet the unique instructional needs of the students being served.
- 7) Campus organizational structure is arranged functionally to allow for shared team decision making and input into campuswide decisions.
- 8) Staff will attest that they have site-based decision making in place.

Traditional Decision Making

- 1) Goals are dictated by district priorities and districtwide needs assessment.
- 2) Implementation activities are initiated and given direction from district level administration.
- 3) Budget development and decisions about the allocation of resources flow from a central source based on the priorities of administrators with a broad view of districtwide needs and priorities.
- 4) Evaluation of student performance is aggregated by campus, subject, and grade levels to provide comparisons of groups for administrative purposes.
- 5) Selection of staff is directed from central office personnel whose criteria reflect qualifications and characteristics valued by policy makers.
- 6) Curriculum revisions are standardized across grade levels at all campuses to ensure transferability of students and to reflect research and practices valued by central office personnel and board members.
- 7) Campus organizational structure is arranged hierarchically to facilitate top-down communications and supervision.
- 8) Superintendents and administrators think and believe that they already have collaborative decision making in place.

Basic Components of Site-Based Decision Making

The State Advisory Committee on Site-Based Decision Making identified six basic components of site-based decision making. It is suggested that the basic components be considered during the initial development of a district plan for site-based decision making. The committee shares the following expectation:

Site-based decision making will be implemented in a way that:

- reflects a commitment to improved outcomes for all students;
- outlines a collaborative structure and process;
- provides a statement of purpose for site-based decision making;
- defines decentralization parameters;
- provides adequate time, ongoing human resource development, and technical support; and
- establishes procedures for planning and evaluating the decision-making process;

so that learning can be improved for *all* children and youth in the state of Texas.

A more detailed explanation of each of the six basic components of site-based decision making is presented below:

- 1) **Commitment to Improved Outcomes for All Students.** This expectation for student success is established as the primary anticipated result of site-based decision making. Improved student outcomes are based on the Academic Excellence Indicators and other locally defined student outcomes. A system of accountability for student outcomes is established that includes multiple, alternative performance measures.

- 2) **Collaborative Structure and Process.** Policies and procedures guide the establishment of district and campus level decision-making committees to ensure representative collaboration of principals, teachers, other staff, parents, and community members. The procedures provide clear definition of the roles and responsibilities of the school staff and the committee members for site-based decision making. Collaborative involvement and shared decision making are evidenced by school improvement plans, schedules of regular committee meetings, and open communication channels.
- 3) **Statement of Purpose for Site-Based Decision Making.** The purpose of site-based decision making is clearly defined in the district plan. The uniqueness of each campus related to its needs, and its decision-making capacity to address those needs, are acknowledged in district policy and demonstrated in actual practice.
- 4) **Decentralization Parameters.** The specific areas of decision-making authority and responsibility for implementation with respect to goal setting, curriculum, budgeting, staffing patterns, and school organization are clearly defined at both the district and campus levels. Deregulation avenues are provided to waive local policies and state statutes, rules, and regulations if they inhibit improved student performance.
- 5) **Adequate Time, Ongoing Human Resource Development, and Technical Support.** Sufficient time is allotted to allow for the development of skills and attitudes that will ensure effective site-based decision making. Awareness sessions and developmental workshops are provided for parents and community members, board members, all central office and campus professional and support staff, and district and campus level committee members on site-based decision making processes and procedures. When possible, multiple-role

team training sessions are used to develop skills in conflict management, consensus building, team building, and problem solving. Session topics include planning and goal setting, laws and rules related to staffing and budgeting, waiver request procedures, and current educational trends and research.

- 6) **Procedures for Planning and Evaluating the Decision-Making Process.** Organizational and management procedures are established for planning, scheduling, and conducting site-based decision making meetings and events. An evaluation process is developed and used to assess the effectiveness of committee decision making on an ongoing basis. Evaluation of performance on the Academic Excellence Indicators and other locally defined student outcomes is conducted periodically to determine the impact of decision making on student performance.

For most school districts, planning and implementing these components of site-based decision making will require a re-conceptualization of the roles and responsibilities of the board of trustees and the central office staff in respect to the campus school staff. If greater decision-making responsibility is to be decentralized to campuses, the role of central office staff will be strengthened in the areas of providing leadership for individual campus autonomy and providing support and services to the campuses. These pervasive role changes may require broad revision of job descriptions and central office procedures and extensive staff development efforts.

This all-encompassing change in decision making must be carefully planned with the input of all relevant stake-holders. The following section of this guide outlines suggested steps for developing a district plan for site-based decision making.

Suggested Steps for Developing a District Plan for Site-Based Decision Making

There are many ways to begin the process of developing a district-wide plan for site-based decision making. Although it is not intended that prescribed steps be carried out as specific mandates of the central education agency, it is advised that districts and campuses recognize the commitment of the legislature, the State Board of Education, and the commissioner of education to ensure that all districts carefully address the requirements in law pertaining to site-based decision making. To this end, the agency's accreditation procedures will include a review of district planning and implementation of site-based decision making in respect to student performance trends.

The following steps are suggested for local districts to consider in developing a district plan for site-based decision making.

1. Review the statutory requirements pertaining to site-based decision making provided in Senate Bill 1 and House Bill 2885.
2. Review the January 23, 1991, letter addressed to local administrators from the Texas Education Agency related to district and campus planning and decision making (a copy of this letter may be found in section VI of this document).
3. Review the September 10, 1991, letter addressed to local administrators from the Texas Education Agency related to Academic Excellence Indicators and site-based decision making (a copy of this letter may be found in section VI of this document).

4. Re-examine local district policies established after Senate Bill 1 but prior to the passage of House Bill 2885 to determine if current procedures for establishing the state-required advisory decision-making committees are in step with current law, and are effective in creating balanced, representative committees at the district and campus levels.
5. Provide district and community awareness sessions to inform educators, parents, community members, and business representatives of the state requirements for the development of site-based decision making plans, and of local procedures for addressing these requirements.
6. Establish methods of collaboration which the district will use to ensure the participation of central office, local campus staff, community and business members, and parents in the development of a plan for site-based decision making. The scope of the district level committee established in Section 21.930 of Senate Bill 1 requires the involvement of that committee in some manner. This may mean the district level committee is expanded for the purpose of developing the district's site-based decision making plan. Alternatively, the district level committee may delegate some of its members as representatives to participate in an ad hoc committee established specifically for the purpose of developing the district's site-based decision making plan. It is also suggested that districts consider the inclusion of a student representative (when appropriate) in the collaborative committee designated to develop the district's site-based decision making plan.
7. Develop strategies and implementation timelines for training all district staff and committee members in skills and knowledge needed to implement site-based decision making.

8. Revise local procedures to clearly define the committees' roles and responsibilities in accordance with specifications of statutes and local policy.
9. Review current practices in developing budgets and allocating resources at both the district and campus levels. Determine areas that may be decentralized, and clearly define mechanisms and parameters for decentralization.
10. Review district policies related to contractual decisions; ensure that policies are in concert with current law. Determine the parameters and procedures for campus committee input into staffing decisions.
11. Examine the current procedures for adapting or developing curriculum. Determine the role of campus committees in impacting this process.
12. Review all existing planning activities at both district and campus levels. Determine which planning activities may be consolidated, which should be reviewed, and which should be given advisory input from district and/or campus level committees.
13. Review district policies and practices related to school organization. Determine the parameters and procedures for committee input into school organization decisions. This may include review or development of calendars, scheduling, departmental structure, instructional groupings, etc.
14. Ensure that each campus committee has access to the most current data indicating local student performance related to the Academic Excellence Indicators and other locally determined performance measures. Ensure that indicators exist that are suitable for special-needs populations.

15. Ensure that all campuses are aware of state provisions for requesting waivers from laws or rules that inhibit student achievement. Determine if a local waiver procedure should be developed by which campuses may apply for board waivers of local policies that may inhibit student achievement.
16. Establish a method by which campuses (and campus committees) can demonstrate accountability for the results of their efforts to improve student performance.
17. Develop and implement training for board members to prepare them to guide and support effective site-based decision making through policy revision and/or adoption and abiding by the designated board member role with respect to campus level decision making.
18. Develop and implement training for the superintendent and central office administrators to re-define their roles and responsibilities in support of site-based decision making with respect to the areas cited in law.
19. Develop and implement training for local campus administrators, campus staff, and campus advisory committee members (staff, community members, business representatives, and parents) to assist them in understanding their roles and responsibilities with respect to site-based decision making.

Suggested Staff Development Topics

As the State Advisory Committee on Site-Based Decision Making determined in identifying the six basic components of site-based decision making, a major key to implementing changes is the time and quality given to the development and training of all partners in the decision-making process.

The process of decentralizing decisions from the board and central office levels to the campus level will require technical support, and the time to change practices, skills, and attitudes. The changes in roles and responsibilities for planning and making local decisions about curriculum, budgets, staff, and organization will need to start at the level of the board, and extend throughout the school and community. The following topics are provided to assist local districts in considering the training that may be needed at every level to ensure effective implementation of the change to site-based decision making.

Awareness sessions for community members, business representatives, and parents may include the following topics:

- The basic philosophy and purpose of site-based decision making;
- The opportunity for input from community members, parents, and business members in setting district and campus goals for improvement;
- Recommended areas and procedures for decentralizing decisions, e.g., goal setting, curriculum, budgeting, staffing patterns, and school organization; and
- Other opportunities for support from the community in meeting the needs of the students through collaborative school and community programs and services.

Development topics for board members may include the following areas:

- Review of requirements in law pertaining to the role of the board in site-based decision making;
- Basic philosophy and purpose of site-based decision making;
- Recommended areas and procedures for decentralizing decisions, e.g., goal setting, curriculum, budgeting, staffing patterns, and school organization; and
- Procedures for reviewing and approving waiver requests and campus proposals for innovations to improve student performance.

Development topics for superintendents and central office administrators may include the following areas:

- Review of requirements in law pertaining to the role of the superintendent and central office personnel in site-based decision making;
- Basic philosophy and purpose of site-based decision making;
- Review of requirements in Senate Bill 1 and House Bill 2885 pertaining to site-based decision making, principal appraisals, and the principal's role regarding planning, decision making, and staffing patterns;
- Local district policies and procedures for establishing school committees for planning and site-based decision making;

- Personnel guidelines, Equal Employment Opportunity regulations, and policies guiding district employment contracts that relate to the appointment of campus personnel;
- Budget development at the district and campus levels;
- Federal, state, and local district funding sources, and the appropriate generation and management of supplementary funds;
- Recommended areas and procedures for decentralizing decisions, e.g., goal setting, budgeting, curriculum, staffing patterns, and school organization;
- Appraisal procedures for principals that include the performance of the principal's campus on the Academic Excellence Indicators and the campus's performance objectives; and
- Procedures for reviewing and approving waiver requests and campus proposals for innovations to improve student performance.

Development topics for local campus administrators and campus staff may include the following areas:

- Review of requirements in Senate Bill 1 and House Bill 2885 pertaining to site-based decision making, principal appraisals, and the principal's role regarding planning, decision making, and staff appointments;
- Basic philosophy and purpose of site-based decision making;
- Skill development in consensus decision making, team building, conflict resolution techniques, and strategic planning;

- Local district policies and procedures for establishing campus advisory committees for planning and site-based decision making, and suggested roles and responsibilities of advisory committee members;
- The leadership role and responsibilities of campus principals in facilitating staff decision making in relation to goal setting, budget, curriculum, staff development, and school organization;
- Personnel guidelines, Equal Employment Opportunity regulations, and policies guiding district employment contracts that relate to the appointment of campus personnel;
- Budget development at the campus level;
- Federal, state, and local district funding sources, and the appropriate generation and management of supplementary funds;
- Procedures for initiating waiver requests and campus proposals for innovations to improve student performance; and
- Appraisal procedures for principals that include the performance of the principal's campus on the Academic Excellence Indicators and the campus's objectives.

Development topics for school committee members (e.g., staff, committee members, and parents) may include the following areas:

- Requirements in Senate Bill 1 and House Bill 2885 pertaining to site-based decision making;

- Basic philosophy and purpose of site-based decision making;
- The role and responsibilities of school committee members (the principal, district specialists, campus staff, parents, community and business members) related to decision making on goal setting, budgeting, curriculum, staffing patterns, and school organization;
- Decision-making processes and parameters expected by the local district;
- Team-building skills, such as conflict resolution, brainstorming, problem solving, consensus development, and group prioritization of solution options;
- Budget development at the campus level;
- Federal, state, and local district funding sources, and approved procedures for generating and using supplementary funds; and
- Procedures for reviewing and approving waiver requests and campus proposals for innovations to improve student performance.

**Procedures for Development and Submission
of the District Plan
for Site-Based Decision Making
to the Commissioner of Education**

House Bill 2885 requires that all districts submit a plan for site-based decision making to the commissioner of education by September 1, 1992. The approach recommended by the State Advisory Committee on Site-Based Decision Making, and approved by the commissioner, is to focus on evidence of collaborative development and approval through consensus of the district plan, rather than to request pre-determined structures and contents for district plans.

After districts receive the Resource Guide on Site-Based Decision Making, they will be able to use the spring semester of the 1991-1992 school year for the collaborative development of the district plan and the provision of community and district awareness sessions, public hearings, and developmental workshops.

The commissioner may not approve a plan that contains provisions that may be construed as limiting or affecting the power of the board of trustees of the school district to govern or manage the district or as limiting the responsibilities of the trustees. Therefore, the signature of the president of the board of trustees will be required to verify that the plan meets this requirement in law.

The signature of the superintendent will be required to indicate administrative support for the plan.

The scope of the district level committee established in Texas Education Code §21.930 requires that committee to be involved in establishing and reviewing the district's educational goals, objectives, and major districtwide classroom instructional programs. Since site-based decision making so

clearly focuses on improved student outcomes, the district level committee must be involved in the development of the district plan for site-based decision making. Therefore, the signature of the chairperson of the district level committee will be required.

In addition, the signatures of all members of the collaborative committee that develops the district site-based decision making plan will be affixed to the plan prior to submission to the commissioner. The signatures will attest that:

- a broad-based collaborative process was used to develop the district plan for site-based decision making;
- members sought and incorporated input from the groups they represented in the schools and community;
- the basic components of site-based decision making are included in the plan (i.e., commitment to improved outcomes for all students, collaborative structure and process, statement of purpose, decentralization parameters, time and human resource development, planning and evaluating the decision-making process); and
- all members are supportive of the plan that is developed through consensus (substantial agreement).

The State Advisory Committee on Site-Based Decision Making recommends that the concept of "sufficient consensus" (i.e., substantial agreement) be utilized, especially where schools and communities are large and complex. Under this concept, appropriate participation must have occurred, with people engaging in honest exchange to reach decisions supported by a vast majority, but not necessarily everyone.

Unless there is evidence to the contrary, plans which are submitted with the appropriate signatures indicating that the

plan was developed collaboratively and through consensus will be approved.

The required procedures for districts to submit their plans for site-based decision making to the commissioner for approval are the following:

- 1) Establish methods of collaboration which the district will use to ensure the participation of central office staff, principals, campus staff, parents, and community/business members in the development of the plan for site-based decision making. Develop an initial plan.
- 2) Ensure that the initial site-based decision making plan is widely disseminated, and provide evidence of broad-based communications to parents, teachers and community members.
- 3) Hold a local public hearing (or, if needed, series of hearings) to inform the community and district staff about the initial site-based decision making plan. Hearings must allow for public input and should ensure that such input is incorporated to the degree possible by the district before adoption of the final plan.
- 4) Review and, if needed, revise district policies and procedures to establish the roles of district and campus staff and committees in the implementation of site-based decision making.
- 5) Ensure that the site-based decision making plan includes the basic components of site-based decision making as outlined in this guide.
- 6) Submit the following two documents to the commissioner of education by September 1, 1992:

- a) a completed copy of the "District Verification of Development of a Plan for Site-Based Decision Making" that includes the signatures of the president of the board of trustees, the superintendent, the chairperson of the district level committee established in Texas Education Code §21.930, and all committee members who participated in developing the district's plan for site-based decision making; and
- b) a copy of the district's site-based decision making plan.

The State Advisory Committee on Site-Based Decision Making acknowledges the complex and challenging nature of this developmental task. They support the following statement of encouragement included in the Community Action Handbook published by the Texas Business and Education Coalition:

"When the going gets tough, remember. . .

"Whatever your goals for your community's educational system, remember that the process of change is a difficult one. Different groups may feel threatened by what they perceive as intrusion into their areas of expertise; some groups and individuals will resent any implication that everything is not perfect as it is.

"You will run into walls of policies and procedures: 'We can't do it any other way; it's against the rules.' You will run into special interest groups who have an agenda different from the overall goal. You will find many who are enthusiastic early volunteers and fade quickly once the scope of the restructuring effort becomes evident.

"The issues involved are complex, and many practices are deeply entrenched. Do not for one moment believe that this can be merely a short-term effort. In leading the effort toward educational improvement, the virtue you will perfect is persistence. Persistence in creating allies out of potential

enemies; in carving doors and windows into walls of resistance; in maintaining excitement among coalition members and continuing to recruit new blood to counter the inevitable fallout.

"Above all, remember one thing: *the goal of creating an environment that fosters educational excellence is worth pursuing beyond all obstacles.*"

District Verification
of Development of a
Plan for Site-Based Decision Making

District: _____ Date: _____

Enter below the dates the following actions occurred:

_____ District review and/or adoption of site-based decision making
policies and procedures

_____ Public hearing(s) for the community and school staff to provide
input on the proposed plan for site-based decision making

_____ Final adoption of the district plan for site-based decision making

Attach evidence of broad-based communications to all district staff and to the general community regarding the local procedures for site-based decision making.

Affix the following signatures to indicate support and involvement of the district board, management, and district level decision committee:

_____ President, Board of Trustees

_____ District Superintendent

_____ Chairperson, District Level Committee
established in Texas Education Code §21.930

Affix signatures of *all* members of the collaborative committee that developed the district site-based decision making plan, including central office staff, principals, campus staff, parents, and community/business members. Signatures attest that:

- 1) a broad-based collaborative process was used to develop the district plan for site-based decision making;
- 2) members sought and incorporated input from the groups they represented in the schools and community;
- 3) consensus (substantial agreement) was reached by the development committee to support the plan; and
- 4) the basic components of site-based decision making, as outlined in this guide, have been considered during the development of the plan.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is a small, dark, irregular mark or smudge located near the center of the page, slightly below the middle. The paper appears to be a standard notebook or ledger page.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or printed text on the page.

**Guidelines for District and Campus
Planning, Implementation, and Evaluation**

Guidelines for District and Campus Planning, Implementation, and Evaluation

Purpose

The purpose of this section is to amend the Texas Education Agency (TEA) suggested guidelines given to local administrators in August of 1987 that outlined procedures for campus and district improvement plans. A number of recent Texas state laws have mandated:

- 1) collaborative district planning involving elected professional staff, including two-thirds classroom teachers;
- 2) campus planning involving parents, community residents, and elected professional staff;
- 3) identification of campus performance objectives based on Academic Excellence Indicators and other performance measures;
- 4) comparison of campus performance on indicators that have been disaggregated with respect to race, gender, age, and socioeconomic status; and
- 5) site-based decision making related to goal setting, curriculum, budgeting, staffing patterns, and school organization.

This section will outline recommendations regarding steps for planning, critical components needed in local district and campus plans, integration of planning, evaluation of the implementation of plans, and basic assumptions regarding effective planning. Excerpts of state laws pertaining to district and campus planning are provided within this document.

The Planning Process

The development of both district and campus plans includes specific, sequential steps. The actual procedures for planning and sequencing the steps may vary from district to district. However, the following steps are suggested to address the

requirements in law, and to prepare people adequately to produce usable and worthwhile plans. The recommended steps are:

- 1) Acquire governance support for the planning process.
- 2) Elect professional staff and select additional community and parent representatives as committee members according to district policy and procedures.
- 3) Ensure that all appropriate specialists have an opportunity to give input into the planning committees to ensure that the needs of all student populations are addressed within the plans.
- 4) Collect and analyze needs assessment information related to the academic excellence indicators and other selected performance indicators, including those for special needs populations.
- 5) Organize for planning:
 - provide committee members with development of teaming skills, such as consensus-building, brainstorming, and prioritizing;
 - select formats and procedures for developing plans;
 - set times and locations for committee work;
 - appoint facilitators;
 - provide clerical support; and
 - access the needed materials, space, and equipment.
- 6) Conduct planning sessions to collaboratively identify campus performance objectives, to develop district and campus plans for implementation, and to design procedures and timelines for evaluation.
- 7) Identify resources needed to accomplish objectives, and, if needed, conduct a cost-benefit analysis to provide support for prioritizing objectives.

- 8) Complete the planning documents, including district objectives, campus performance objectives, sequential tasks (or actions), timelines, evaluative criteria, and persons responsible for tasks for each identified objective.
- 9) Develop a comprehensive budget addressing all components of the plans.
- 10) Submit campus performance objectives for review and adoption by the district's board of trustees.
- 11) Disseminate the plans to all district and campus staff, and make them available to the public.
- 12) Allocate appropriate personnel and resources to accomplish the objectives identified at both the district and campus levels.
- 13) Implement the plans.
- 14) Monitor the ongoing implementation of the plans according to identified incremental timelines and evaluative criteria, and make adjustments as needed.
- 15) Evaluate the accomplishment of targeted district and campus performance objectives on an annual basis.

Critical Components of Plans

Both district and campus plans should have specific components that are developed collaboratively according to the procedures set forth in state law. The basic components contained within an effective plan are as follows:

Needs Assessment

Prior to setting either long-range goals or measurable district or campus performance objectives, the members of the district and campus planning teams must review the most current, accurate needs assessment information available. Needs assessment information includes multiple types of data including, and extending beyond, the following:

- Student performance on the academic excellence indicators, disaggregated by grade level, subject, classroom, gender, ethnicity, economic status, language differences, and qualification for participation in special programs;
- Other current, quantitative measures of program outcomes, such as the results of norm-referenced or criterion-referenced tests selected and administered locally;
- Locally developed measures of student performance, such as teacher-made assessments of essential curriculum outcomes or student behavior;
- Indicators of expected and actual outcomes for students in special programs that are typically exempt from measures used in the academic excellence indicators;
- Surveys or group evaluations indicating the perceptions of staff, parents, community members, and students regarding the effectiveness of school programs and services;

- Predicted needs based on projected enrollment, demographic trends, legislative impact, and state and community political and economic events; and
- Assessment of district and campus level factors inhibiting high student performance.

Needs assessment for planning purposes might also address the district and campus personnel and resource needs. This accumulated information will provide background for developing feasible improvement activities and making effective decisions during the implementation phase.

Long-Range Vision or Statement of Philosophy

Successful organizations are driven by and focused toward a commonly-shared set of beliefs, or philosophy, and a challenging vision of "ideal" future outcomes of the organization. Identification of shared beliefs helps overcome the differences in individual perspectives as educators and community members combine forces to accomplish school improvement goals.

Student accomplishments are long-term, complex, multi-faceted outcomes. Ultimately, they are the cumulative results of years of investment by parents, educators, and community members. It is important, then, that districts and campuses identify long-range expectations for all students based on the values of the local community.

Mission Statement

Each school district and campus should have its own unique mission statement that focuses the shared beliefs of the educational staff, parents, and community members. A mission statement should be a concise statement of purpose and function of the organization that can be easily understood and adopted by all students, parents, educational staff, and

community members. It is intended to set a broad standard by which the activities of the district or school may be consistently guided over time.

Long-Range Goals

Long-range goals are broad statements of expected outcomes that are consistent with the belief statements, vision, or philosophy of the organization, as well as with the stated mission. Educational goals should be focused on desired outcomes for students, and should be based on the most current, accurate needs assessment data of the local district or campus. Long-range goals should be both strategic in nature, and limited in number to provide both direction and focus.

Strategies

Strategies are statements that indicate how available resources will be used to accomplish identified long-range goals. Strategies may address the use of organizational, physical plant, spatial, material, political, human, fiscal, technological, and/or informational resources. Strategies should link the short-range, measurable objectives selected to accomplish the desired district or campus long-range goals.

Measurable Objectives

Short-range, or annual objectives should be developed that identify specific, measurable, expected results or outcomes. Generally, they should target observable behaviors that provide indicators for *student performance*. These should include each of the academic excellence indicators, as well as indicators that identify measurable outcomes for special needs populations.

It is possible that a few objectives may be established for program, parent, community, or staff outcomes if such outcomes are essential to accomplishing desired long-range goals for students. That is, a small sub-set of district or

campus objectives may address desired short-range outcomes for *means*, rather than *ends*. For example, a short-range objective of a high school may address the acquisition of needed technological hardware (the *means*) so that students may acquire technological readiness to compete for post-graduate enrollment in a regional computer engineering program (the *ends*). However, such statements, which focus on processes rather than products, will usually be included in the activities, or tasks listed in conjunction with the appropriate, or related, performance objective.

Activities or Actions

Each short-range objective should have a related set of sequential action steps, tasks, or activities, that will be accomplished at the district or campus level during the school year. The steps associated with a given objective should be clear, understandable procedures that logically proceed toward the accomplishment of the objective. Each action step, or activity, should be aligned with expected task outcomes, targeted completion dates, needed resources, the individual primarily accountable for the task, and evaluative criteria and procedures that will be used to indicate that the accomplished task meets expected standards.

Incremental Timelines

A specific date should be projected for the completion of each activity, or task, under a given objective. When the term "ongoing" is used, or when the expected completion date is simply an annual target, this indicates that the activities, or tasks, are too broad in scope. Activities must be precise enough to allow for frequent monitoring throughout the implementation of the plan. Identified tasks must actually support a measurable objective; thus, they should be observable, linked steps that occur over relatively short increments of time (i.e., at least quarterly).

Assignment of Personnel Responsibilities

Although activities may require the action of a number of people (either in teams or through hierarchical assignments), at some point, a single individual must be held accountable for the accomplishment of the specified tasks. It is this assignment of responsibility that ensures accountability for the ultimate results of the plan.

Identification of Needed Resources

If plans are realistically conceived, and intended to be implemented, the planning committee must give some practical consideration to the resources needed to accomplish the stated objectives. This is particularly important if, as is the case in most schools, resources are scarce and additional resources are needed from community, business, or state sources. When planning committees take the trouble to estimate resource requirements, and to project related costs and benefits associated with objectives, often alternative solutions or sources of assistance can be identified as a by-product of considering the needs. Another benefit of identifying needed resources during the planning process is that different campuses may discover shared resource needs, and thus they may pool efforts to acquire such commonly desired resources.

Expected Results or Outcomes

If plans are to be monitored on an ongoing basis, each activity or task will need to have a clearly defined expected result. The results should be linked to the incremental timelines, and the assigned person accountable for the results should be the person with both authority and access to needed resources to accomplish the tasks.

Evaluative Criteria and Methods

Plans should be monitored frequently for several reasons. First, the planners, stake-holders (e.g., students and parents) and resource-providers (e.g., taxpayers) usually wish to know if the plan is being carried out as it was intended. Second, the implementers need to have some basis by which they can determine if the plan is both realistic in its projected expectations and sufficiently supported. If not, corrective efforts may be introduced, if needed, at critical points in the implementation of the sequential activities for each objective. Third, implementers and stake-holders can celebrate successes and use evidence of completion of objectives to further refine goals and justify future support for resources. For all of these reasons, it is important for plans to include well-conceived evaluation criteria for each of the activities or tasks listed under each measurable objective.

Integrated Plans

In the past it has been common practice by many districts to develop multiple plans with separate parallel committees. It is recommended that district and campus plans be coordinated to incorporate goals, objectives, and activities to address the needs of *all* student populations as indicated by data achievement analyses and other needs assessment information. This may be accomplished by providing input to district and campus committees by specialists, or through the establishment of sub-committees that include specialists knowledgeable of the needs of identified populations.

Although there are numerous plans required or implied in federal and state law, the TEA recommends that *all* programs for which separate plans are required be incorporated as components within the overall district and campus plans to support the coordinated delivery of services. The planning areas that should be considered include:

- bilingual education and English as a Second Language (ESL)
- compensatory (at risk) programs
- dropout reduction
- drug free education
- guidance services
- Chapter 1
- technology
- vocational education

Evaluation

The evaluation phase of the planning, decision making, implementation and evaluation cycle has two basic components: formative and summative evaluation activities. The formative, or frequent, on-going evaluation activities should be guided by the outcomes and incremental timelines associated with the activities or tasks developed under each plan's objectives. The summative, or annual evaluation is conducted to assess the degree to which the district or campus actually accomplished the school year's targeted performance objectives.

Formative Evaluation

The purpose of formative evaluation is to provide the opportunity and basis for corrective actions *during* the implementation phase. Formative evaluation may take many forms, such as:

- quarterly summary reports on academic excellence indicators that are measurable at frequent intervals, e.g., attendance rates, dropout rates, and locally-developed outcome measures for special needs populations;
- interim survey response summaries of the perceptions of program and service recipients (e.g., students or parents in pilot programs);
- monthly committee reports or documents demonstrating the results of developmental subcommittees, such as curriculum revision teams;
- quarterly budget summaries; or
- video or other media presentations of events that have occurred as a result of plans.

Summative Evaluation

The results of annual summaries of district and campus accomplishments should be used both to note accomplishments and to define and initiate needed areas for change. The annual performance report is one example of a summative evaluation report. Student performance on the academic excellence indicators must be included in the annual evaluation. Examples of other annual measures of performance might include:

- Principal appraisals tied to the accomplishment of campus performance objectives;
- Perceptions of business representatives as to the readiness of exiting graduates for the workplace;
- The number or percentage of the graduating class that obtained scholarships for enrollment institutes of higher learning;
- The percentage of students at each grade level who were passed to the next grade;
- The percentage of handicapped students who were dismissed from special education programs to function successfully on grade level in regular programs.

Correlates of Effective Schools

One means of ensuring consistency across campuses is to use an overall research-based framework for posing evaluation questions. One such framework is the set of effective school correlates referenced in state law as part of the criteria for accreditation. The correlates are presented with a brief explanation of each in the following section.

Instructional Leadership

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community, and students. The principal actively promotes a positive, supportive environment; guides collaborative planning; monitors instruction to ensure effective implementation of campus plans; secures appropriate resources; and appraises staff performance to promote professional growth.

Instructional Focus

A clear and well-defined instructional focus is based on the shared belief by all campus staff that all students can learn. A commitment to this belief results in innovative, coordinated instructional practices that prevent socioeconomic, language, or cultural differences from impeding student progress. All staff prioritize instruction as the primary activity of the school, and they use a variety of proven instructional techniques to ensure success for each student. Collaborative instructional planning and shared decision making among campus staff are focused on expected, realistic outcomes for students that are specified in measurable terms, with incremental timelines, and designated evaluative criteria and procedures.

School Climate

A positive school climate is characterized by safety, orderliness, cleanliness, clear and reasonable disciplinary rules, systems for rewarding student behavior, and special support for at-risk students. On campuses with positive climates, teachers demonstrate collegiality, open communication, support for shared professional growth, and consistent enforcement of collaboratively established rules for safety and student self-responsibility. Students are rewarded for both academic and citizenship accomplishments.

Teacher Behavior and High Expectations

In effective schools, teachers consistently demonstrate high expectations regarding the abilities of all students to learn, regardless of economic, cultural, or learning differences. Higher-level thinking skills are taught to all students, and innovative scheduling and instructional strategies are used to ensure that all students progress according to their individual mastery of expected knowledge and skills. Campus guidance programs are based on the expectation that all students will graduate, and staff members understand and prevent the detrimental effects of low attendance rates, and high rates of failure and retention. Teachers and administrators value equity and demonstrate overt, positive behaviors toward all students, regardless of gender, race, and socioeconomic status.

Assessment

Staff members of effective schools frequently assess student performance using multiple types of measures to determine whether intended outcomes are being achieved. Campus needs assessment is conducted for planning and goal-setting using data on the academic excellence indicators and other performance measures, including appropriate indicators for special needs populations. The data is disaggregated by grade level, subject, classroom, gender, ethnicity, socioeconomic status, and special program placement of students.

Instructional modifications are made frequently throughout the school year on the basis of formative evaluation of student performance. Campus assessment data is used to evaluate the effectiveness of instructional programs, and to diagnose the individual instructional needs of students.

Parental and Community Involvement

Effective campuses frequently and systematically inform parents and community members about school events and issues. Parents and citizens participate in district and campus planning activities, and receive clear, accurate feedback regarding the effectiveness of school programs and services. Procedures for parent and community involvement in school planning and activities are clearly communicated in appropriate language to ensure that all segments of the community are welcomed. Staff members provide parents and community members with techniques for helping students learn.

Campus Resource Allocation

Campus resources are allocated equitably and efficiently to meet the identified instructional needs of the specific student population. The campus budget allocates resources for personnel and programs to provide necessary services for special needs students, and to address priorities identified in the campus improvement plan. District guidelines are followed for the generation and management of additional resources such as those from parent-teacher organizations, booster clubs, and fund-raisers.

These correlates provide the research-based authority for effective school planning, decision-making, implementation, and evaluation at the campus level. The evaluation of a campus in respect to these areas, in addition to an assessment of the degree to which targeted goals and objectives have been accomplished, will provide each campus with a sound basis for planning for continued improvement. Such a combined

|| approach will provide feedback on *what* corrective actions its members take (i.e., directed toward goals), as well as *how* they implement them (i.e., using research-based methods).

Basic Assumptions About Effective Planning

- There is no single best "model" or process for planning -- many alternative forms exist; however there are critical components that are needed both in the development process and the structure of the plan.
- Local district and campus plans should reflect the unique needs of the populations served, and should address outcomes for *all* students.
- Goals should reflect the underlying philosophy that all students can learn, and should serve to close the identified gaps in performance existing across various student populations.
- Goals and objectives of district and campus plans should be driven by local, student outcomes-based needs assessment data.
- Goals should be based on a long-range vision, and should be developed to reflect multiple-year targeted outcomes for students.
- Campus plans will usually be different in content and strategies than district plans, unless the district has only one campus. However, campus plans should be consonant with the overall goals of the district and should serve to support the accomplishment of district goals.
- Plans should take into consideration innovative structures and approaches, and should initiate waiver requests, if needed, to facilitate meaningful improvements in student outcomes.
- Budgets should be developed in coordination with campus plans that include broad-based parameters regarding the allocation of resources. This will include the use of

supplementary funds that will be entitled to each campus. The budget component of the plan will indicate how funds will be used to accomplish established goals and objectives.

- Plans should include measurable checkpoints and incremental timelines to ensure that outcomes are monitored frequently.
- Formative (or frequent, on-going) evaluation should provide the opportunity and basis for corrective actions *during* the implementation phase -- even if it is necessary to redefine objectives and strategies midstream.
- Summative (or annual) evaluation should be used to celebrate accomplishments as well as to define and initiate needed areas for change.

Topic	Citation	Specific Requirements	Required in Law	Required in Rule
Bilingual/ESL	TAC §89.14	Bilingual/ESL local district plan required if alternative or innovative dual language program was submitted for the commissioner's approval by July 15, 1991 or by June 1 in subsequent years.	no	yes, for alternate plan
Compensatory Ed	TEC §21.557(a), (d) and (e) 19 TAC §89.41	Compensatory or remedial programs must be based on assessment of student performance, reported annually to the commissioner, and include annual evaluation of the program's effectiveness in reducing the dropout rate. Requires a plan to coordinate compensatory education funds with local, federal, and other state funds.	no	yes
Dropout	TEC §11.205(c) 19 TAC 75.195(k)	Dropout reduction plan must be prepared annually by the district at-risk coordinator for pre-K through grade 12 unless fewer than 5% (and 100) students are identified as at-risk of dropping out, and the rate is under the state's annual dropout rate.	yes	yes
Drug-free Education	P.L.101-647 §5126	Drug free education plan is required for application for federal funds; may be amended annually. All districts except approximately 30 receive these funds state-wide.	yes, federal	no
Guidance	TEC §21.753(b) 19 TAC §97.25	Accreditation rules include the presence and quality of comprehensive and developmental guidance and counseling services for all grades.	no	yes
Chapter 1	P.L. 100-297 §1021	Campuses in need of program improvement must develop a local plan with involvement of specified persons. Local board must approve the plan. If substantial progress is not made after one year, the campus must develop a joint plan in consultation with state education agency staff.	yes, for certain campuses	no

Topic	Citation	Specific Requirements	Required in Law	Required in Rule
Chapter 1	P.L. 100-297 §1015	Districts which choose to implement a schoolwide project at campuses with 75 percent or more students from low income families must develop a plan for the schoolwide project with involvement of specified persons.	yes, for certain campuses	no
Technology	TEC §14.065	A five-year technology plan is required to be filed with TEA and the Department of Information Resources. Use of the allotment must be reported on an annual basis.	yes	
Vocational	P.L. §101-392 §117(b)	Each district is required to annually evaluate the effectiveness of its vocational education programs based on standards and measures identified by the State Board of Education. Districts that are not meeting the standards and measures must develop and implement a local program improvement plan, in consultation with teachers, parents, and students concerned.	yes	

Sources of Support in Implementing
Site-Based Decision Making

SITE-BASED DECISION MAKING
ESC'S

ESC'S	TYPES OF CONSULTANT SERVICES	SPECIFIC TYPES OF WORKSHOPS	MATERIALS USED	STAFF RESPONSIBLE	CONTACT PERSON / ADDRESS
I	On site technical assistance workshops for individual campuses.	Topics: SBM, Interpreting and Utilizing Test Data, Integrating Curriculum, Improving Administrative Effectiveness, Decision Making Processes, and Campus Plan Development	Own materials in addition to printed information from the KAPPAN, EDUCATIONAL LEADERSHIP	Mike Garcia, Ron Iannarone, and Sylvia Hatton	Lauro Guerra 1900 W. Schunior Edinburg, Texas 78539 (512) 383-5611
II	On-site technical and staff development assistance (i.e., planning, decision-making, team-building, data analysis, curriculum).	•Leadership Development Process (Dupont) •Management of Change •Personnel Evaluation Skills •Conflict Management •Planning and Organization •Tools for Collaboration •Getting Ready for Site-Based Decision Making	Dupont (LEAD Center Materials) Consultant Developed	Gerry Reeves, Rita Hall	Gerry Reeves 209 N. Water Corpus Christi, Texas 78401 (512) 883-9288
III	Technical assistance in planning, disaggregation of data, TAAS analysis, review of campus plans.	School Leadership and Team Building, Principal as an Inst. Leader, Conflict Management, Mission/Vision/Goal Setting, Problem Solving and Decision Making, Managing Change, and Interpersonal Relations.		Jerry Jimerson, Julius Cano, Fred Shafer, and Nan Gainer	Julius D. Cano 1905 Leary Lane Victoria, Texas 77901 (512) 573-0731
IV	Direct consultation with districts, facilitate the hosting of SBM districts with those interested in beginning SBM.	Team training: LEAD center modules, Dupont modules: 4-Mat James Mitchell Training, Collaborative Decision Making, Quality Control	Consultant developed training videos	Carolyn Carr, Jane Potter, Francine Holland, Michael Owens	William L. McKinney P. O. Box 863 Houston, Texas 77001 (713) 462-7708
V	Training Provided for Administrators, Committee chairman, and vertical teams.	Workshops: Dupont (Partners for Excellence) (325 administrators). One workshop by Dr. Gary Mathews in June (Increasing School Effectiveness Through More Campus-Based Decision Making.....)	Workbooks, and handouts designed for work-shop offerings.	Robert Nicks, Mary Stidham, Mark Perkins	Robert Nicks 2295 Delaware Beaumont, Texas 77703 (409) 835-5212
VI	Training provided.	Awareness workshops on SBM, Team training, Making Data Driven Decisions, and Decision -Making Processes. Modules are being developed for training of superintendents and board members on their responsibilities in SBM. Workshops to develop, monitor, and evaluate campus and district plans.	A packet entitled - "CAMPUS PLANNING FOR EFFECTIVE SCHOOLS."	Carol Reid, Mary Geiger, Judy Bramlett, and Jim Delbert	Bobby Roberts 3332 Montgomery Rd. Huntsville, Texas 77340 (409) 295-9161

ESC'S	TYPES OF CONSULTANT SERVICES	SPECIFIC TYPES OF WORKSHOPS	MATERIALS USED	STAFF RESPONSIBLE	CONTACT PERSON/ ADDRESS
VII	On-site technical assistance on writing campus improvement plans and team building for administrators and teachers.	Parental involvement, planning a teaming model, budgeting through collaboration, changing directions, vision, and culture, campus participatory teaming, principal's academy emphasizing Site-Based Decision Making and board training.	A model of a comprehensive plan. Dupont Training Leadership Development Process. Bi-Polar.	14 Staff members	Don J. Peters P.O. Box 1622 Kilgore, Texas 75663 (214) 984-3071
VIII	On-site technical assistance for administrators, board members, and teachers: composition of campus teams, developing pre-requisite skills for team operation, consensus, conflict resolutions, analyzing data, meeting state rules on SBM.	Workshops are held in clusters throughout the region which address the areas mentioned in column #2.	Training modules for Administrators/ Teachers/Learners (Dupont, LEAD Center), for the private sector, and for Parent/Community.	George Brown Sammie Heavner	George Brown P.O. Box 1894 Mt. Pleasant, Texas 75456 (214) 572-8551
IX	On-site technical assistance in data disaggregation and analysis, utilization of improvement index measures, formation of campus teams, formalization of the decision making/planning process, and development of campus and district plans. Training sessions and technical assistance are provided.	Specific training can be provided in large group and cluster settings. Areas of training include workshops in campus planning, site-based decision making as outlined in the National Diffusion Network's (NDN) model, and intensive training in the school improvement process including site-based decision making principles. Technical assistance can be provided following all training sessions. In addition, local business and community partnership program participants can be utilized to enhance the NDN model.	Materials developed by Dr. Carl Glickman, portions of the Dupont training, quality circles training materials (Cryovac Division of W.R. Grace and Company), and materials developed by the ESC staff.	Anne Poplin, Jim Rogers, and staff members	Jim Rogers 301 Loop 11 Wichita Falls, Texas 76305 (817) 322-6928
X	- Awareness Activities - SBDM Plan Development - Collaborative Skills - District Campus Plans - School Improvement (Research)	- DuPont (Leadership Development Process) Training (5 days) - Management/Leadership Training Coop (Variety) - School Board Training (on-site)	Variety of materials provided to support related activities.	Bill Smith, Ron Simpson, and Toby Howard	Bill Smith P.O. Box 831300 Richardson, Texas 75083 (214) 231-6301

ESC'S	TYPES OF CONSULTANT SERVICES	SPECIFIC TYPES OF WORKSHOPS	MATERIALS USED	STAFF RESPONSIBLE	CONTACT PERSON / ADDRESS
XI	Direct consultant services with topics ranging from Orientation to SBM, Paradigm shifts, Goal Setting, SBM roles, to Campus and District Planning.	Workshops on: General Management Training, SBM, Sharing the Power, Plant Management and the SBM Principal, Financial Management and the SBM Principal, Collaboration Through Change Modules, Managing Blame and Forgiveness, Dealing with Resistance.		Lu Anna Stephens, Anneta Lagergren	R.P. Campbell, Jr. 3001 N. Freeway Fort Worth, Texas 76106 (817) 625-5311
XII	Technical assistance is provided to campuses and administrators in the areas of group decision-making, planning process, and on curriculum.	Presentations on moving towards SBM, on SBM decision-making and processes, on the mechanics of participatory leadership. Dupont's training on leadership, and Facilitating Change Through Collaboration.	A description of the sessions to be sponsored by the ESC during the Fall; a packet on site-based collaboration for 1991-92.	Barbara Brunson, Annita Maxwell, Jo VonRosenber, Billye Ruth Fox, Linda Baxley	Harry J. Beavers 401 Franklin Ave. Waco, Texas 76701 (817) 756-7494
XIII	Technical assistance and training on planning process and data analysis. February 17-21, On site/sub-regional sites workshops (Feb. 17-21, 1992) SBDM Planning Institutes	Dupont Training, Site-Based Management Series, Executive Time Management, Enhancing Leadership Skills, Communication Techniques, Developing Site-Based Management Plan, Workshop for Board Members, Administrators, and Teachers on site-based management requirements, parameters, and planning. (May 1992). SBDM Institute For Campus Teams (June 1992)	Dupont Video-tapes Visuals	Nora Nielson Donroy Hafner Royce King	Donroy Hafner 5701 Springdale Rd. Austin, Texas 78723 (512) 929-1313
XIV	Direct consultant services (one-to-one with districts)	Workshops on: SBM, Empowering the Instructional Leaders, TAAS Data Analysis, Parental Involvement, AEIS.		Scot H. Edington, Ray Simmons, Theresa Allen, Sonja Clayton, Carroll Tatom, Ann McLennan, Tony Huey	Terry Harlow 1850 Highway 351 Abilene, Texas 79601 (915) 675-8600
XV	Assistance to school districts SBDM committees in developing goals, objectives, and SBDM implementation	"Campus Participatory Teaming" "SBM/Shared Decision Making"		Ann Ray, Judy Meador	Ann Ray P.O. Box 5199 San Angelo, Texas 76902 (915) 658-6571

ESC'S	TYPES OF CONSULTANT SERVICES	SPECIFIC TYPES OF WORKSHOPS	MATERIALS USED	STAFF RESPONSIBLE	CONTACT PERSON / ADDRESS
XVI	On site technical assistance in planning, disaggregation of data, writing improvement plans, and other assistance as requested by a district.	Several workshops addressing SBM issues such as: team building, student achievement, campus committees, problem solving, instructional models. Presenters are: James Mitchell, Bill Blokker, Ivan Fitzwater, Jim Monasmith, and John Crain. (Dupont training, swap shops with area administrators, and school board training.)	A description of each session is provided and appropriate materials and supplies for each session are used.	Jim Holmes, John Lemons	James Holmes P.O. Box 30600 Amarillo, Texas 79120 (806) 376-5521
XVII	The implementation of site-based decision making is a unique process for each campus, therefore, the consultative role we play is "diagnostic and prescriptive." The nature and extent of services are based upon the special needs of any particular campus. Those needs are determined by a combination of input and discussions that include the key participants on each campus.	Leadership Development Process (Dupont) Facilitating Change Through Collaboration (LEAD) Creating A Vision For Instructional Excellence (LEAD) Shaping the School's Culture to Promote Student Learning (LEAD) Preparing Educational Training Consultants, I, II, III (NWREL) Effective Schools (Lazotte) Discussions of Current Literature	Appropriate materials and supplies are provided for each workshop.	Gerald Adams Linsae Snider	Gerald Adams 1111 West Loop 289 Lubbock, Texas 74416 (806) 792-4000
XVIII	On site technical assistance for planning. Staff development	School improvement Planning Effective Schools Research Conflict Resolution Change Process Teaming/Group Dynamics Utilization of Data	Region XVIII Guides LEAD Modules ERS Materials TEA Modules	Priscilla Baker General Education Staff	Vernon Stokes P.O. Box 60580 Midland, Texas 79711
XIX	•Technical assistance •Consultant Services •Training	Facilitation Change Through Collaboration (LEAD) Leadership Development Process (Dupont) Shared Decision-Making.	LEAD Center Materials Current literature	Crandall Young, Mary Esquirell	John E. Uxer 6611 Boeing Dr. El Paso, Texas (915) 774-5050
XX	Staff development, school board training, and technical assistance.	Dupont Leadership, Collaborative Communication Skills, and LEAD Center modules.	Information on Dupont Training, Information on Collaborative Communication Skills.	Gail Smith-Debiec, Ann Lauder, and Tom Sanford	Judy Castleberry 1314 Hines Ave. San Antonio, Texas 78208 (512) 299-2400

SCHOOL DISTRICTS AS RESOURCES

Several districts have been identified as districts which have developed site-based decision making procedures, and they have agreed to be resources to other districts. These districts, their contact person, and their address are listed below:

Alice ISD: Henry D. Herrera, Superintendent, 1801 Main Street, Alice, Texas 78332, (512) 664-0981.

Alief ISD: Mrs. Betty West, Assistant Superintendent, P.O. Box 68, Alief, Texas 77411-0068, (713) 498-8110.

Austin ISD: Kaye Contreras, 1111 W. 6th Street, Austin, Texas, 78703, (512) 499-1700.

Calallen ISD: Shirley Ray, Assistant Superintendent for Curriculum and Instruction, 4205 Wildcat Drive, Corpus Christi, Texas 78410, (512) 241-9321.

Canutillo ISD: Wilson Knapp, Superintendent, P.O. Box 100, Canutillo Texas, 79835, (915) 877-3726.

College Station ISD: Ray Chancellor, 1812 Welsh, College Station, Texas 77840, (409) 764-5400.

Conroe ISD: Richard A. Griffin, Superintendent of Schools, 702 North Thompson Street, Conroe, Texas 77301, (409) 756-7751.

Corpus Christi ISD: Arturo Luis Gutierrez, Associate
Superintendent for Instructional Services, P.O.
Box 110, Corpus Christi, Texas 78403,
(512) 886-9012.

Dallas ISD: Vivian Johnson, Project Director, School
Centered Education, 3700 Ross Avenue,
P.O. Box 24, Dallas, Texas 75204,
(214) 841-5015.

Eagle Pass ISD: Floyd L. Kocher, Assistant
Superintendent for Education, P.O. Box 1409,
Eagle Pass, Texas 78853, (512) 773-5181.

Ector County ISD: Dr. Gene Buinger, P.O. Box 3912,
Odessa, Texas, 79760-3912, (915) 332-9151.

Fort Worth ISD: Dr. Dan Powell, 3210 West Lancaster
Avenue, Fort Worth, Texas 76107,
(817) 878-3718.

Galveston ISD: Sara Ashburn, P.O. Box 660,
Galveston, Texas 77550, (409) 766-5123.

Glen Rose ISD: Dr. Marion Czaja, Superintendent, P.O.
Box 2129, Glen Rose, Texas 76043,
(817) 897-2517.

Goose Creek ISD: Dr. Harry Griffith, P.O. Box 30,
Baytown, Texas 77522, (713) 428-2553.

Granbury ISD: Dr. Gwyn Boyter, Superintendent, 600
West Pearl, Granbury, Texas 76048,
(817) 573-3791.

Houston ISD: Dr. Andre J. Hornsby, 3830 Richmond
Avenue, Houston, Texas 77027, (713) 892-6800.

Humble ISD: Dr. Lynn Jackson, Administrative
Assistant to Superintendent, P.O. Box 2000,
Humble Texas 77347, (713) 540-5003.

Midland ISD: Maridell Fryar, P.O. Box 2298, Midland,
Texas 79701, (915) 689-1000.

Mount Pleasant ISD: Charles Wright, Coordinator of
Special Instructional Programs, P.O. Box 1117,
Mount Pleasant, Texas 75455, (903) 572-6688.

Pampa ISD: Dr. Dawson Orr, Superintendent, 321 W.
Albert Street, Pampa, Texas 79065,
(806) 669-4700.

Pasadena ISD: Dr. Larry Vaughn, Superintendent, P.O.
Box 1799, Pasadena, Texas 77501,
(713) 920-6800.

Richardson ISD: Betty Ann Fults, 400 South Greenville
Avenue, Richardson, Texas 75081,
(214) 301-3385.

Sheldon ISD: Stephanie Cravens, 8540 C.E. King
Parkway, Houston, Texas 77044,
(713) 458-6840.

Spring Branch ISD: Dr. Harold D. Guthrie,
Superintendent, 955 Campbell Road, Houston,
Texas 77024, (713) 464-1511.

Ysleta ISD: James Barnett, Associate Superintendent,
9600 Sims Drive, El Paso, Texas 79925,
(915) 595-5500.

PROFESSIONAL EDUCATION ORGANIZATIONS
AND RESEARCH CENTERS

ORGANIZATION	TYPES OF SERVICES PROVIDED	SPECIFIC TYPES OF WORKSHOPS	CONTACT PERSON/ADDRESS
TSTA (Texas State Teachers Association)	Workshops	(See attached sheet)	Headquarters Contact Person: Ermalee Boice TSTA 316 West Twelfth Street Austin, Texas 78701 (512) 476-5355 For field services, see attached sheets for your corresponding field representative.
ATPE (Association of Texas Professional Educators)	Technical Assistance and process oriented workshops for educators, parents, and community leaders.	Collaborative Decision making.	Doug Rogers Mike McLamore ATPE 505 E. Huntland Drive Suite 250 Austin, Texas 78752-3792 1-800-777-ATPE (512) 467-0071
TASB (Texas Association of School Boards)	Policy Assistance, Resource Publication, and Board Training Workshops	Roles and responsibilities of the board in site-based decision making; policy issues; setting parameters; accountability in site-based decision making.	Policy Consultants, Policy Service Division; Cindy Holdway, Personnel Services Division; and Rita Reynolds-Gibbs, Leadership Team Services TASB P.O. Box 400 Austin, Texas 78752 1-800-580-8272
TASCD (Texas Association for Supervision and Curriculum Development)	A workshop which focuses on effective communication--speaking and listening--to facilitate problem-solving and reduce the need for conflict resolution. A workshop /training which focuses on the role of authentic assessment in analyzing and improving student outcomes.	"Communication Strategies for Site-Based Decision Making" "Site-Based Decision Making to Improve Student Outcomes and Assessment in Analyzing and Improving Student Outcomes". "Focusing Site-Based Decision Making On Improving Student Achievement Through Outcome-Based Education" "Site-Based Decision Making and Classroom Assessment To Improve Student Outcomes"	Dr. Nancy McClaran 1101 Trinity, Suite 220 Austin, Texas 78701-1929 (512) 477-8200

ORGANIZATION	TYPES OF SERVICES PROVIDED	SPECIFIC TYPES OF WORKSHOPS	CONTACT PERSON/ADDRESS
TASSP (Texas Association of Secondary School Principals)	Workshops and conferences. For complete listing, contact TASSP.	(See attached calendar)	Ms. Bobbie Eddins TASSP 1833 South IH 35 Austin, Texas 78741 (512) 443-2100
PTA (Texas Parent-Teacher Association)	Workshops/training sessions for parents	Awareness Presentations (Include information on purpose and procedures for SBDM, legal requirements, collaboration, decision-making skills, and role/responsibilities of parents in planning, participation and follow-up activities.	John Schneider Executive Director Texas PTA 409 W. 11th Austin, Texas 78701 (512) 476-6769 1-800-TALK-PTA
IDRA (Intercultural Development Research Association)	Training sessions with administrators, teachers, and campus committees	Pre-requisites to site-based decision-making, shared decision-making skills, planning, teaming, evaluating students' academic progress, parent training in English and Spanish	Dr. Abelardo Villarreal IDRA 5835 Callaghan, Suite 350 San Antonio, Texas 78228-1190 (512) 684-8180
TAGT (Texas Association for the Gifted and Talented)	• Regional staff development institutes • Annual statewide staff development conference • TAGT-TEA Annual Conference for Parents • Resource information -- core curriculum differentiation, organizational arrangements for serving gifted, staff development mini-grants, defensible practices and procedures for identifying and serving the gifted	Site-Based Decision Making and the Gifted Excellence and Equity for All Students Positive, Collaborative Planning Between Parents and Educators of the Gifted Impact of Grouping on Student Achievement Research Findings and Implications for Practice	Connie McLendon, TAGT P.O. Box 9802 # 814 Austin, Texas 78766-9802
TCTA (Texas Classroom Teachers Association)	Workshops and training sessions for teachers	Site-based decision making focusing on collaboration, consensus building, shared decision making, and developmental processes for getting started	Lloyd Tate TCTA Box 1489 Austin, TX 78767 (512) 477-9415 1-800-252-9648

ORGANIZATION	TYPES OF SERVICES PROVIDED	SPECIFIC TYPES OF WORKSHOPS	CONTACT PERSON/ADDRESS
Texas LEAD Center	Development of Training Materials Conducting Training-of-Trainers Seminars Research and Development Services Computerized bank of professional resource materials (LINK) Development of training seminars in collaboration with other entities <i>Management and Leadership Development Guide for School Administrators</i> (publication) <i>Developing Leaders for Restructuring Schools</i> (publication) Series of video conferences and guidebooks: <i>Restructuring to Promote Learning in America's Schools</i> <i>Schools That Work: The Research Advantage</i>	Leadership Development Process (DuPont) Facilitating Change Through Collaboration SBDM: Getting Started in Your District SBDM: Alternative School District Approaches Critical Issues to Restructuring the Curriculum Facilitation and Planning Methods (ICA) Creating a Vision for Instructional Excellence Shaping the School's Culture to Promote Student Learning Using Your School's Student Performance Data Leadership Development Process (DuPont) Facilitation and Planning Methods (ICA) Creating a Vision for Instructional Excellence Shaping the School's Culture to Promote Student Learning Using Your School's Culture to Promote Student Learning Using Your School's Student Performance Data	Dr. Joan Gibson Burnham Executive Director 406 E. 11th St. Austin, Texas 78701 (512) 477-9014

TEXAS STATE TEACHERS ASSOCIATION
SITE-BASED DECISION MAKING
TRAINING AND RESOURCES

TSTA has a variety of training programs and resources available to help school districts implement site-based decision making (SBDM).

A cadre of 120 persons located throughout the state is trained to deliver four six-hour modules on site-based decision making. The modules, described below, are "The Law and the Process," "Turning Theory Into Reality," "Group Behavior and Communication Skills," and "Managing and Resolving Conflict."

In addition, more than 40 TSTA staff persons located in offices throughout the state have the training and the resources to develop and deliver training to meet the specific needs of a school district or campus. The range of possible subjects covers group dynamics, team building, leadership, conflict management, verbal communication, active listening, nonverbal communication, assertiveness, problem solving, brainstorming, decision making, consensus, and managing change.

TSTA is also working with pilot schools in nine school districts in Texas to develop successful site-based processes. The school districts are Spring Branch, Fort Worth, Dilley, Atlanta, Eula, Cross Plains, Abilene, Judson, and El Paso. TSTA local associations in these school districts have received an implementation grant, and teams from the selected schools participated in a training conference. In addition, TSTA and Spring Branch developed a video presentation based on Spring Branch's early experiences which is available from TSTA at cost.

Finally, TSTA will sponsor three two-day conferences on site-based decision making during the spring and summer of 1992. Dates have not been finalized. The trainer for the conferences will be Douglas Fleming, a noted writer and consultant whose work in the area of site-based decision making is earning him national attention. A tentative agenda for the conferences is attached (Attachment A).

WORKSHOPS

1. *Site-based Decision Making Module 1 - "The Law and the Process."* This six-hour workshop explores the concept of site-based decision making, including the forces for change which have caused SBDM to become part of the current reform language. Participants will analyze the risks and benefits, become familiar with Texas law and processes including the academic excellence indicator system, and will develop a vision of what successful SBDM looks like.

Delivery through 120 person cadre.

Contact TSTA Deputy Executive Director Ermalee Boice (512/476-5355, ext. 251) or see Attachment B for the TSTA staff person nearest you.

AAT, Board, and Administrator training credit approval pending.

SITE-BASED DECISION MAKING

TSTA Team Training Conference

(Dates to be determined)

Tentative Agenda

Trainer -- Douglas Fleming

Day 1

12:00 - 1:00 p.m.	Registration (Name Bingo Activity)
1:00 - 2:30 p.m.	Welcome Introduction of Project Districts Overview of Workshop Materials Statement of Expectations Keynote: <i>The Importance of Teams in a Learning Society</i> Texas State Law and Academic Excellence Indicators
2:30 - 2:45 p.m.	Break
2:45 - 4:15 p.m.	Examining the Risks and Assessing the Benefits of Site-based Decision Making
4:15 - 4:30 p.m.	Break
4:30 - 6:00 p.m.	Developing Skills for Collaborative Work
7:00 - 9:00 p.m.	Dinner/Speaker

Day 2

8:00 - 9:30 a.m.	From Group to Team
9:30 - 9:45 a.m.	Break
9:45 - 11:00 a.m.	A Focus on Student Outcomes
11:00 - 11:15 a.m.	Break
11:15 - 12 noon	Using Data to Make Decisions
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00 p.m.	Tools for Restructuring Schools
3:00 - 3:15 p.m.	Break
3:15 - 4:45 p.m.	Bringing It All Back Home -- A Planning Guide
4:45 - 5:00 p.m.	Report of Planning Adjournment

**Texas State Teachers Association
FIELD SERVICES**

South Texas Region

Tom Punturerl (Mgr)	512/423-6493	Harlingen
Raye Lokey	512/423-6493	Harlingen
Leticia Torres	512/423-6493	Harlingen
Efraim Gutierrez	512/727-1103	Laredo
Erick Schaudies	512/855-0230	Corpus Christi
Richard Pedrazine	512/225-7174	San Antonio
Art Coltharp	512/225-7174	San Antonio
Darlene Cox	512/271-3051	San Antonio
Roger de los Santos	512/271-3051	San Antonio
Uvalde Office	512/278-7931	Uvalde

Gulf Coast Region

Bob Anzelc (Mgr)	713/626-8460	Houston
Deborah Brickens	713/626-8460	Houston
Sam Blackman	713/626-8460	Houston
Susan Pace	713/626-8460	Houston
Mark Desetti	713/626-8460	Houston
Lee Barnes	713/529-1191	Houston
Gerald Haschke	713/529-1191	Houston
Don Messer	409/866-1876	Beaumont
Janet Zitzer	409/327-3088	Livingston
Vance Rogers	903/757-2198	Longview
Martha Barrett	903/757-2198	Longview

Metroplex Region

Joe Tijerina (Mgr)	817/640-8713	Arlington
Tim Bacon	817/640-8713	Arlington
Angel Morales	817/640-8713	Arlington
Judy Olstein	817/640-8713	Arlington
Terry Zahren	817/640-8713	Arlington
Larry Shaw	817/294-2283	Fort Worth
Gregory Hannaford	817/294-2283	Fort Worth
Mary Hepp	214/821-2061	Dallas
Joe Atkins	214/821-2061	Dallas
Sue Macomber	817/772-4570	Waco
Susan Chase	512/472-1124	Austin

West Texas Region

Tom Harvey (Mgr)	806/792-8811	Lubbock
Larry Crawford	817/559-5475	Breckenridge
Bob Moore	806/373-3192	Amarillo
Randi McRae	806/792-8811	Lubbock
Thom Humphreys	915/689-0494	Midland
Kay Walling	915/778-7281	El Paso
Ellen Jeschke	915/779-7166	El Paso

2. *Site-based Decision Making Module 2 – "Turning Theory Into Reality."* This six-hour workshop shows participants how to focus their SBDM efforts on student outcomes. Participants will learn to identify desirable student outcomes and develop strategies to produce them. They will become familiar with current research in restructuring and will practice analyzing and manipulating data in the decision-making process.

Delivery through 120 person cadre.

Contact TSTA Deputy Executive Director Ermalee Boice (512/476-5355, ext. 251) or see Attachment B for the TSTA staff person nearest you.

AAT, Board, and Administrator Training credit approval pending.

3. *Site-based Decision Making Module 3 – "Group Behavior and Communication Skills."* This six-hour workshop focuses on team building skills. Participants will understand the communications skills necessary to deal with individual and group behaviors and will recognize their own communications style. They will analyze how groups form, their roles, functions, norms and stages of development. They will also practice skills to reduce/manage conflict.

Delivery through 120 member cadre.

Contact TSTA Deputy Executive Director Ermalee Boice (512/476-5355, ext. 251) or see Attachment B for the TSTA staff person nearest you.

AAT, Board, and Administrator training credit approval pending.

4. *Site-based Decision Making Module 4 – "Managing and Resolving Conflict"* This six-hour workshop focuses on providing participants with effective strategies and options for managing problems and conflicts within the SBDM process. Participants will become familiar with and have a chance to practice a variety of techniques for reaching consensus.

Delivery through 120 person cadre.

Contact TSTA Deputy Executive Director Ermalee Boice (512/476-5355, ext. 251) or see Attachment B for the TSTA staff person nearest you.

AAT, Board, and Administrator training credit approval pending.

5. Training programs can be tailored to the needs of a school district or campus in a variety of areas including but not limited to group dynamics, team building, leadership, conflict management, verbal communication, active listening, nonverbal communication, assertiveness, problem solving, brainstorming, decision making, consensus and managing change.

Contact TSTA staff nearest you (Attachment B).

Calendar of Professional Development Events

1992 CALENDAR OF EVENTS

January 27-29	Commissioner's Mid-Winter Conference on Education Palmer Auditorium/ Hyatt Regency Hotel Austin, Texas
Mid-January	Awareness/Orientation for Superintendents Region XVIII Midland, Texas
February 2-4	Secondary Assistant Principals Workshop Stouffer Hotel Austin, Texas
February 21-22	Texas Classroom Teachers Association Mini-Conferences on SBDM at State Convention Fort Worth, Texas
Late February	Training of Vertical Teams in Three Cluster Sites Region XVIII Midland, Texas
March 13-14	ATPE State Convention (Holding a workshop on SBDM) Hyatt Regency D/FW East Tower Dallas, Texas
April/May	Planning Process Training Region XVIII Midland, Texas

June 10-12

**Secondary Principals
Workshop/Training
Hyatt Regency Hotel
Austin, Texas**

October 25-27

**Secondary Principals
Conference/Training
Sheraton Park Central
Dallas, Texas**

Excerpts of Law Related
to
Decision Making and Planning

VI-1

Senate Bill 1
(June, 1990)

21.7532 Campus Performance Objectives

- (a) For each school year, the principal of each school campus, with the assistance of parents, community residents, and the professional staff of the school

as provided for through the procedure established in 21.930 of this code,

shall establish academic and other performance objectives of the campus for each academic excellence indicator adopted under Section 21.7531 of this code.

The objectives shall also address the performance of special needs students.

The objectives must be approved by the district's board of trustees.

- (b) In this section, "parent" means a person who is a parent of or person standing in parental relation to a student enrolled at a school

and who is not an employee of the school or the school district;

"community resident" means a person 18 years of age or older residing in the attendance area of a school

but does not include a person who is a parent of a student enrolled in that school or a person who is an employee of the school or school district.

Senate Bill 1
(June, 1990)

21.930 District-Level Decision Process

- (a) The board of trustees of each school district shall adopt a policy to involve the professional staff of the district in establishing and reviewing the district's educational goals, objectives, and major district-wide classroom instructional programs.
- (b) The board shall establish a procedure under which meetings are held regularly with representative professional staff and the board or board designee.

- (c) The board shall adopt a procedure,

consistent with Section 21.904(a) of this code,

for the professional staff within the district to nominate and elect the representatives who will meet with the board or board designee as required under the provisions of this section.

Two-thirds of the elected representatives must be classroom teachers.

The remaining representatives shall be campus-based staff.

- (d) This section does not prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section.
- (e) Nothing in this section shall be construed to limit or affect the power of a local school board of trustees to manage and govern the public free schools of this state.
- (f) Nothing in this section shall be construed as creating a new cause of action or as requiring collective bargaining.

21.904 Requiring or Coercing Teachers to Join Groups, Clubs,
Committees, or Organizations: Political Affairs

- (a) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator benefiting by the funds provided for in this code shall directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association.

House Bill 2885
(May, 1991)

SITE-BASED DECISION MAKING

TEC §21.931

- (a) Each school district shall develop and implement a plan for site-based decision making not later than September 1, 1992. Each district shall submit its plan to the commissioner of education for approval.
- (b) Each district's plan:
 - (1) shall establish school committees;
 - (2) may expand on the process established by the district for the establishment of campus performance objectives; and
 - (3) shall outline the role of the school committees regarding decision making related to goal setting, curriculum, budgeting, staffing patterns, and school organization.
- (c) A school committee established under this section shall include community representatives. The community representatives may include business representatives.
- (d) The commissioner may not approve a plan that the commissioner determines contains one or more provisions that may be construed as limiting or affecting the power of the board of trustees of the school district to govern and manage the district or as limiting the responsibilities of the trustees.
- (e) The commissioner shall identify or make available to school districts various models of implementing site-based decision making under this section not later than January 1, 1992.

The commissioner shall arrange for training in site-based decision making through one or more sources for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.
- (f) Nothing in this section may be construed as creating a new cause of action or as requiring collective bargaining.

Senate Bill 1
(June, 1990)

TEC Section 13.352 PRINCIPAL

- (a) The principal of a school is the instructional leader of the school and shall be provided with adequate training and personnel assistance to assume that role.

Within guidelines established by each district administration, the principal shall organize the leadership structure in each school by using senior and master teachers and school administrators to develop instrumental teams.

- (b) The qualification for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements.

Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours.

The qualifications for certification as a principal shall emphasize:

- (1) instructional leadership;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.
- (c) An employment contract for a principal must be either for 11 or 12 months so that the principal has adequate time for planning and preparation.
- (d) Each principal shall:
- (1) approve all teacher and staff appointments for that principal's campus from a pool of applicants selected by the district or of applicants who meet the hiring requirements established by the district, based on criteria developed by the principal after informal consultation with the faculty;
 - (2) set specific education objectives for his campus, involving staff in the planning process;
 - (3) develop budgets for his campus;

- (4) work with school professionals to prepare individual development plans; and
 - (5) attend in-service training relating to making district-level decisions.
- (f) The board of trustees of a school district shall adopt a policy for the selection of a campus principal that includes qualifications required for that position.

Senate Bill 1
(June, 1990)

TEC Section 13.354 APPRAISAL OF ADMINISTRATORS

- (e) The appraisal of a principal shall include the performance of a principal's campus on the excellence indicators (§21.7531) and the campus's objectives, including performance gains of the campus and the maintenance of those gains.

Senate Bill 351
(April, 1991)

TEC §11.273: Waivers and Exemptions

- (a) Except as specifically prohibited under Subsection (e) of this section, a school campus or district may apply to the commissioner of education for a waiver of a requirement or prohibition imposed by law or rule that the campus or district determines inhibits student achievement.
- (b) An application under this section must include a written plan developed by the campus principal or district superintendent, as appropriate, and faculty of the campus or district that states the achievement objectives of the campus or district and the inhibition imposed on those objectives by the requirement or prohibition and shall be approved by the district's board of trustees.
- (c) The commissioner may grant a waiver under this section for a period not to exceed three years. A prohibition on conduct that constitutes a criminal offense may not be waived.
- (d) A school campus or district for which a requirement or prohibition is waived under this section for a period of three years may receive an exemption from that requirement or prohibition at the end of that period if the campus or district has fulfilled the achievement objectives submitted to the commissioner under Subsection (b) of this section. The exemption remains in effect until the commissioner determines that achievement levels of the campus or district have declined.
- (e) A school campus or district may not receive an exemption or waiver under this section from requirements imposed by federal law or rule, including requirements for special education or bilingual education programs.

A school campus or district may not receive an exemption or waiver under this section from a requirement or prohibition imposed by state law or rule relating to:

- (1) curriculum essential elements, excluding methodology used by a teacher and the time spent by a teacher or a student on a particular task or subject;
- (2) restrictions on extracurricular activities;
- (3) health and safety;
- (4) competitive bidding;
- (5) elementary school class size limits;
- (6) minimum graduation requirements;
- (7) removal of a disruptive student from the classroom;

- (8) suspension or expulsion of a student;
 - (9) at risk programs;
 - (10) prekindergarten programs;
 - (11) educational employee and educational support employee rights and benefits. In this section, "educational support employee" means a full-time school employee not defined as a "teacher" by §21.201 (1) of this code; or
 - (12) special education or bilingual education programs.
- (f) A school district or campus that receives a waiver under this section for textbook selection may select for purchase a textbook not on a state-adopted multiple list. The textbook shall be purchased by the district and shall be used for the same number of years for which the textbooks for the subject or course are adopted by the State Board of Education. The unit cost of the textbooks selected shall not exceed the unit cost of the costliest textbook on the multiple list for the subject or course. The commissioner of education shall calculate the allowable cost and transmit from the state textbook fund that amount to the district for purchase of the textbooks. The State Board of Education shall adopt rules necessary for the implementation of this subsection.*
- (g) The commissioner in considering exemptions or waivers shall provide as much regulatory relief as is practical and reasonable to campuses or districts that are considered high performing.

* — Contact the Texas Education Agency for copies of State Board of Education rules and applications for waiver requests.

Correspondence from TEA
on
Site-Based Decision Making
and
Planning

VI-10



Texas Education Agency

1701 NORTH CONGRESS AVENUE

AUSTIN, TEXAS 78701-1494

(512) 463-9734

January 23, 1991

**ACTION
REQUIRED**

TO THE ADMINISTRATOR ADDRESSED:

The passage of Senate Bill 1 by the 71st Texas Legislature, Sixth Called Session brought about numerous changes in the state public education system. Among the most significant of these changes is the strengthening of a statewide comprehensive accountability system that combines the findings of on-site accreditation reviews with annual measures of campus performance on a set of state-adopted academic excellence indicators. The law requires that full implementation of this system begin during the 1991-92 school year. As part of this accountability system, Senate Bill 1 also created avenues for the required involvement of professional staff in the district and campuses level planning process; Texas Education Code §21.930 (district level decision process) and §21.7532 (campus performance objectives). This provision in the bill is consistent with the literature on effective schools and embraces the basic tenets of site-based management as a vehicle for school improvement.

The involvement of school staff and community members in the school planning process has been part of the accreditation criteria since the 1987-88 school year. Our accreditation findings show that many districts and campuses have been successful in implementing locally designed approaches that foster collaboration and staff input in decision making under the leadership and guidance of the principal. While the law may represent an endorsement of what may already be an established practice in many school districts, it does include some requirements related to the selection of participants in the planning process. These requirements must be addressed to formalize the involvement of school staff, parents and community residents in the planning process through the development and adoption of district policies and procedures.

During the past several months the Texas Education Agency has received numerous inquiries from school districts across the state related to the interpretation of these two sections of the Texas Education Code. In an effort to assist you in developing the policies and procedures required by law, several of the most frequently asked questions are listed below. The responses to these questions were developed in collaboration with the Agency's general counsel and state representatives of the following professional associations: Texas Federation of Teachers (TFT), Texas Association of School Administrators (TASA), Texas Elementary Principals and Supervisors Association (TEPSA), Texas Association of Secondary School Principals (TASSP), Association of Texas Professional Educators (ATPE), Texas Parent-Teachers Association (TPTA), Texas Association of School Boards (TASB), Texas State Teachers Association (TSTA), Texas Classroom Teachers Association (TCTA), Texas School Alliance (TSA).

1. Should the required district policies and procedures include provisions to nominate and elect representatives of the professional staff at the campus level for establishing the academic and other performance objectives of the campus?

Yes, while Section §21.930 only requires the election of professional staff participants at the district level, these requirements are made applicable at the campus level by §21.7532(a).

2. Should the required district policies and procedures include provisions to nominate and elect representatives of parents and community residents for establishing the academic and other performance objectives of the campus?

The requirements of §21.930 do not speak to the election of parents and/or community residents as defined in §21.7532(b). The required district policy and procedures, therefore, should determine how community residents and parents will be selected to participate. Districts may choose to adopt policies and procedures to nominate and elect parents and community residents or they may choose some other selection process.

3. What is the role of the campus principal in working with the campus committee?

The law simply states that the principal will establish performance objectives "with the assistance of" the campus committee. It does not speak with specificity to the operation of the committee or the principal's relation to it. The required district policy and procedures may establish a basic definition of the roles and responsibilities of the committee and its relation to the campus principal.

4. What is the role of the campus and district committees in the Texas Education Agency waiver and exemption application process?

At its meeting of January 18, 1991, the State Board of Education adopted the rule for waivers and exemptions (Attachment III) as required by Senate Bill 1. Section 61.30(b)(5) stipulates that "each request for a waiver by a local school district or campus under this section must contain....a section that describes and verifies how the requirements of this section were carried out through either the appropriate campus and/or district level decision process required by TEC §§21.7532 and 21.930." It also stipulates that this requirement will not go into effect until September 1, 1991. The state board also clarified that while the waiver must come through the local decision making process, the local district board of trustees had final authority over submitting or rejecting waiver requests.

5. Is it necessary that the campus committee adopt performance objectives for each of the state-adopted academic excellence indicators?

Yes, the law stipulates that for each school year, the campus "shall establish academic and other performance objectives of the campus for each academic excellence indicator." However, it is acceptable to set "maintenance" of current level as an objective. In addition, no requirement is present for an indicator for which no data existed in the 1990-91 school

year. As a result, indicators 3 (page 1) and 4 (page 2) are not required for the 1991-92 school year.

6. Will the Texas Education Agency disseminate guidelines for complying with these requirements?

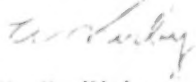
This letter constitutes an interpretation of minimum statutory requirements. The Agency has chosen not to be more specific in order to foster the local initiative contemplated by the law for the purpose of school improvement. In order for the process to succeed, it must be designed to meet local needs and to fit local circumstances. This is not best accomplished through state directives. Ultimately, Agency evaluation through the accreditation process will focus on the quality and effectiveness of a district's planning efforts.

Districts should have already begun to develop and adopt policies and processes, to assemble the required committees and to commence the preparation activities to ensure that the roles and responsibilities of the district and campus level committees and individual committee members are understood.

At its regular meeting in November of 1990 the State Board of Education approved for final adoption the attached list of academic excellence indicators. As you know all of the indicators must be addressed through the campus planning process. It is anticipated that the Agency will issue the initial campus evaluation performance reports on the academic excellence indicators during the summer of 1991.

Beginning the spring semester of 1991, the Texas Education Agency accreditation teams will begin to assess the extent to which school districts have complied with the requirements to develop and adopt policies and procedures. It is expected that by the end of the 1990-91 school year all required policies and procedures will be in place and that committees will have been established. By October of 1991, the accreditation teams will begin evaluating the effectiveness of the district's planning efforts. Should you need further information regarding this letter and the attachments it may be obtained from Dr. Ruben D. Olivarez, Deputy Commissioner for Accreditation and School Improvement at 512/463-8998.

Sincerely,



W. N. Kirby
Commissioner of Education

Attachments:

Senate Bill 1 Requirements for Collaborative Participation in
Local District and Campus Planning
Academic Excellence Indicators
New 19 TAC Chapter 61, Subchapter B, Waivers and Exemptions

SENATE BILL 1 REQUIREMENTS FOR COLLABORATIVE
PARTICIPATION IN LOCAL DISTRICT AND CAMPUS PLANNING

Statutory Citations

§21.7532 Campus Performance Objectives.

- (a) For each school year, the principal of each school campus, with the assistance of parents, community residents, and the professional staff of the school as provided for through the procedure established in Section 21.930 of this code, shall establish academic and other performance objectives of the campus for each academic excellence indicator adopted under Section 21.7531 of this code. The objectives shall also address the performance of special needs students. The objectives must be approved by the district's board of trustees.
- (b) In this section "parent" means a persons who is a parent of or person standing in parental relation to a student enrolled at a school and who is not an employee of the school or the school district; "community resident" means a person 18 years of age or older residing in the attendance area of a school but does not include a person who is a parent of a student enrolled in that school or a person who is an employee of the school or the school district.

Statutory Citations

§21.930 District-Level Decision Process.

- (a) The board of trustees of each school district shall adopt a policy to involve the professional staff of the district in establishing and reviewing the district's educational goals, objectives, and major district-wide classroom instructional programs.
- (b) The board shall establish a procedure under which meetings are held regularly with representative professional staff and the board or board designee.
- (c) The board shall adopt a procedure, consistent with Section 21.904(a) of this code, for the professional staff within the district to nominate and elect the representatives who will meet with the board or the board designee as required under the provisions of this section. Two-thirds of the elected representatives must be classroom teachers. The remaining representatives shall be campus-based staff.
- (d) This section does not prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section.
- (e) Nothing in this section shall be construed to limit or affect the power of a local school board of trustees to manage and govern the public free schools of this state.
- (f) Nothing in this section shall be construed as creating a new cause of action or as requiring collective bargaining.

Academic Excellence Indicators
(Adopted by the State Board of Education)

1. Criterion-referenced test information will be from the Texas Assessment of Academic Skills (TAAS). Gain for the first reporting in August of 1991 will be defined as change from 1990 Texas Educational Assessment of Minimum Skills (TEAMS) performance to a projected 1991 TEAMS score derived from TAAS. Scores to be reported during the first year include:
 - a. Percent scoring above TEAMS-equivalent mastery of all tests taken
 - b. Percent mastering all tests taken
 - c. Percent meeting SBOE academic excellence standard, currently 100 percent mastery
 - d. Annual change in 1b.-1c. listed above
2. College entrance examination scores are defined as the Scholastic Aptitude Test (SAT) and the ACT component of the American College Testing Program. Scores to be reported include:
 - a. Average score (SAT - Total; ACT - Composite)
 - b. Percent of graduating seniors taking the tests
 - c. Percent above 1000 on SAT total and equivalent score on the ACT
 - d. Annual change in 2a.-2c. listed above
3. Norm-referenced test information will be included following the first statewide administration in school year 1991-92. The exact reporting format and content will be determined after state adoption of the test occurs.
4. High school graduation rate will be included when sufficient data are available.
5. Enrollment in advanced courses as defined in 19 TAC Chapter 75 will be included in the first reporting. Scores to be reported include:
 - a. Percent of students enrolled
 - b. Annual change in 5a.
6. Student attendance is defined as ADA/ADM where ADA is average daily attendance, and ADM is average daily membership. Scores to be reported in the first year include:
 - a. Percent student attendance
 - b. Annual change in 6a.

Additional Academic Excellence Indicators Recommended by the Committee:

1. Dropout rate is to be reported as in the 1990-91 Annual Performance Report, Part II. Scores to be reported include:
 - a. Annual rate
 - b. Annual change in 1a.

2. Texas Academic Skills Program (TASP) results are to be reported for students enrolled in Texas public institutions of higher education. Scores to be reported include:
 - a. Percent of students passing all portions of test on first attempt
 - b. Annual change in 2a.
3. Percent of seniors expected to graduate who will receive the "advanced" and "advanced with honors" seal affixed to their diploma. Scores to be reported include:
 - a. Percent of students expected to graduate with seal
 - b. Annual change in 3a.
4. Post-graduate performance in the workplace will be included if suitable measures become available. The committee strongly recommends that potential measures of this outcome be examined by the agency for inclusion at a later date.

Additional Academic Excellence Indicator for Board Consideration:

1. Promotion/retention rates are to be reported for the elementary grade levels. Information to be reported includes:
 - a. Four separate rates of promotion, retention, and placement for grades 1, 2, 3 and a combination rate for grades 4 through the highest grade level served.
 - b. Annual change in 1a.

Title 19, Part II
Texas Administrative
Code and Statutory
Citations

SCHOOL DISTRICTS

Chapter 61
Subchapter B
Page 1

Update No.: 6

SUBCHAPTER B. WAIVERS AND EXEMPTIONS§61.30 Waivers and Exemptions from Rules or Law.Statutory Citation

Texas Education Code, §11.273: Waivers and Exemptions.

- "(a) Except as specifically prohibited under Subsection (e) of this section, a school campus or district may apply to the State Board of Education for a waiver of a requirement or prohibition imposed by law or rule that the campus or district determines inhibits student achievement.
- "(b) An application under this section must include a written plan developed by the campus principal or district superintendent, as appropriate, and faculty of the campus or district that states the achievement objectives of the campus or district and the inhibition imposed on those objectives by the requirement or prohibition and shall be approved by the district's board of trustees.
- "(c) The board may grant a waiver under this section for a period not to exceed three years. A prohibition on conduct that constitutes a criminal offense may not be waived.
- "(d) A school campus or district for which a requirement or prohibition is waived under this section for a period of three years may receive an exemption from that requirement or prohibition at the end of that period if the campus or district has fulfilled the achievement objectives submitted to the board under Subsection (b) of this section. The exemption remains in effect until the board determines that achievement levels of the campus or district have declined.
- "(e) A school campus or district may not receive an exemption or waiver under this section from requirements imposed by federal law or rule, including requirements for special education or bilingual education programs. A school campus or district may not receive an exemption or waiver under this section from a requirement or prohibition imposed by state law or rule relating to:
- (1) curriculum essential elements, excluding the methodology used by a teacher and the time spent by a teacher or a student on a particular task or subject;
 - (2) restrictions on extracurricular activities;
 - (3) health and safety;
 - (4) competitive bidding;

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- (5) elementary school class size limits;
 - (6) minimum graduation requirements;
 - (7) removal of a disruptive student from the classroom;
 - (8) suspension or expulsion of a student;
 - (9) at risk programs;
 - (10) prekindergarten programs;
 - (11) educational employee and educational support employee rights and benefits. In this section, "educational support employee" means a full-time school employee not defined as a "teacher" by §21.201(1) of this code; or
 - (12) special education or bilingual education programs.
- "(f) A school district or campus that receiver a waiver under this section for textbook selection may select for purchase a textbook not on a state-adopted multiple list. The textbook shall be purchased by the district and shall be used for the same number of years for which the textbooks for the subject or course are adopted by the State Board of Education. The unit cost of the textbooks selected shall not exceed the unit cost of the costliest text on the multiple list for the subject or course. The commissioner of education shall calculate the allowable cost and transmit from the state textbook fund that amount to the district for purchase of the textbooks. The State Board of Education shall adopt rules necessary for the implementation of this subsection.
- "(g) The State Board of Education in considering exemptions or waivers shall provide as much regulatory relief as is practical and reasonable to campuses or districts that are considered high performing, beginning in the 1990-91 school year."

Rule

- (a) General provisions. In accordance with the Texas Education Code, §11.273, the State Board of Education may grant waivers and exemptions to local school districts and campuses.
- (b) Requirement for written plan. Each request for a waiver by a local school district or campus under this section must contain the following components:
 - (1) a section that includes the local goals and/or achievement objectives, the statute or rule that inhibits student achievement,

Update No.. 6

and how student achievement is inhibited by this requirement or prohibition;

- (2) a section that describes the proposed plan to be implemented in lieu of the current requirement;
 - (3) a section that describes how the waiver will remove the inhibitions to student achievement;
 - (4) a section that describes how the district or campus will determine whether the proposed waiver is successful in removing the inhibitions; and
 - (5) a section that describes and verifies how the requirements of this section were carried out through either the appropriate campus or district level decision process required by Texas Education Code §§21.7532 and 21.930. This paragraph will become effective September 1, 1991.
- (c) Textbook waivers. A school district or campus shall apply for a waiver to use a textbook that is not included on the state-adopted multiple list. A waiver under this section shall be for the same number of years for which the textbooks for the subject or course are adopted by the State Board of Education.
- (1) To qualify for the waiver and receive state funds, in addition to the filing of the written plan required in subsection (b) of this section, the school district or campus shall apply by March 1 preceding the first year of the state-adopted textbook cycle for that subject or course.
 - (2) In addition to the written plan required by subsection (b) of this section, a school district or campus shall provide the following information:
 - (A) assurance of a six-year life expectancy of the textbook;
 - (B) coverage of essential elements by the textbook and sources of supplementary materials to address essential elements not covered by the textbook to ensure compliance with Texas Education Code, §11.273(e)(1);
 - (C) involvement of campus instructional staff in the selection of the textbook.
 - (3) Upon approval of the waiver, the school district or campus shall purchase the textbook.
 - (4) The school district shall provide selected textbooks not on the state-adopted multiple list in special formats, such as, but not

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limited to, Braille, large print, audio, and Spanish language as required by law if they are needed by any students in the district who would use the textbook.

- (5) Student performance using the textbooks shall be reviewed on an annual basis using student testing and other performance data to determine whether the textbook is fulfilling the achievement objectives submitted to the board pursuant to Texas Education Code, §11.273(b).
- (6) Nothing in this rule shall restrict the authority of a school district to purchase textbooks not adopted by the State Board of Education pursuant to Texas Education Code, §12.01(d).
- (d) Exemptions. Pursuant to Texas Education Code, §11.273(d), a district may be granted an exemption from a requirement or prohibition imposed by law or regulation, excluding textbook requirements, if:
 - (1) the district has been granted a waiver of the requirement or prohibition for a consecutive three-year period; and
 - (2) the campus or district has fulfilled the achievement objectives submitted to the board pursuant to Texas Education Code, §11.273(b).
- (e) Assurances. For any application, waiver or exemption request set forth in subsections (a)-(d) of this section, each district or campus shall provide assurances that the requested waivers or exemptions do not apply to subjects and tasks in the Texas Education Code, §11.273 (e)(1) through (12).

Source: The provisions of this §61.30 adopted December 1990, to be effective December 25, 1990, 15 TexReg 6971 (emergency).

§61.31 Commissioner of Education's Discretionary Authority to Waive State Board of Education Rules Under Certain Circumstances.

- (a) Upon written request of a school district superintendent, the commissioner of education is authorized to waive, for a specified period of time, one or more regulations of the State Board of Education for that school district when, in the judgment of the commissioner, granting the waiver would enable the district to improve its educational program.
- (b) The district's request must state the nature of the waiver requested, the reasons for the request, and the anticipated educational consequences of the waiver.
- (c) It is the intent of this section that the commissioner's waiver authority may be used to enable districts to explore innovative

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strategies for educational improvement, as well as to enable them to address emergency or hardship situations.

- (d) Waivers under this section are entirely within the discretion of the commissioner of education. This section in no way creates a right to a waiver on the part of any school district. Statutory requirements may not be waived.
- (e) Waivers requested and those granted under this section shall be reported to the State Board of Education at the next meeting of the board and shall be collectively reviewed by the board annually.

Source: The provisions of this §61.31 adopted December 1990, to be effective December 25, 1990, 15 TexReg 6971 (emergency).



Texas Education Agency

1701 NORTH CONGRESS AVENUE

AUSTIN, TEXAS 78701-1494

(512) 463-9734

INFORMATION
ONLY

September 10, 1991

TO THE SUPERINTENDENT ADDRESSED:

The purpose of this letter is threefold. First, it is to follow up on the Academic Excellence Indicator System (AEIS) campus information that you received in July. Second, it provides an update on campus planning requirements related to the AEIS. Third, it addresses the relationship of planning and site-based decision making.

Update on Academic Excellence Indicator System Campus Information

In July, you received an information sheet on the AEIS, a listing of campus group membership for each of your campuses, and an explanation of the demographic group. We appreciated the comments received, and we are considering suggestions regarding the grouping procedures. In the July communication, you were informed that you would receive a preliminary performance report in September. Enclosed please find the report showing how your schools performed on the current indicators. This preliminary report is being sent for your review and for use by the campus committees as needs assessment information for establishing campus performance objectives.

Please review the report and the accompanying explanation sheet so that you understand how the indicators were calculated. In particular, the percents reported on the Texas Assessment of Academic Skills (TAAS) program for your school may differ from reports you received previously. On the October 1990 TAAS answer document, the special education section required that each student be coded *in a special education category* or *not in special education*. If no information was coded onto the answer document regarding this, the student was reported separately under a category labeled *no information provided*. For the current AEIS report, the *not in special education* and *no information provided* students were grouped together.

It is important to note that, beginning with the 1990-91 school year, a change will be made in how the percent of students "passing" the TAAS is calculated. The October 1990 interim passing standard was 65 percent of the items answered correctly for grades 3 and 5, and 60 percent of the items for grades 7, 9, and Exit. Beginning in October 1991, the standard for "meeting minimum expectation" for all grades will be approximately 70 percent of the items correct. While this is not the passing standard on the current AEIS report, it will affect how the October, 1990 TAAS data

are used in the future. That is, next year, AEIS will report gains over the previous year based on recomputing the 1990-91 scores using the 70 percent standard.

In October, your campuses will receive a final report, which will include the information shown on this preliminary report as well as the performance of your district and the state. The final report will also contain the demographic information previously reported in the Annual Performance Report (APR). It will not contain any ratings of performance. It is intended that this report will help you prepare for the upcoming AEIS reports that will come out each spring. As required by statute, the final report will need to be published and disseminated by your district later in the fall. Details concerning this requirement will be included with the final report.

Academic Excellence Indicators and Campus Planning

The AEIS information you are receiving at this time can certainly be used by the campus decision making committees in establishing or reviewing campus performance objectives. The disaggregation of data by specific student populations should be helpful in augmenting the current planning process, especially in the determination of specific areas of need. At this time, we also would like to inform you of the most current legislative requirements that pertain to campus planning, and of the developmental work the agency is undertaking in response to these mandates.

On January 23, 1991, a letter was sent to all school districts explaining the requirements of Senate Bill 1 and the expectations of the Division of Accreditation regarding those requirements. As you know, Senate Bill 1 required districts to adopt policies and procedures to create campus committees including elected professional staff of the school, community residents, and parents to assist the campus principal in developing campus performance objectives. The performance objectives established through campus committees should address the academic excellence indicators, as described in the enclosed listing, as well as the performance of special needs students. The objectives established at each campus must be approved by the district's board of trustees.

There is another change in law related to planning that campuses and districts are encouraged to consider. That is the provision for the *commissioner of education* to grant waivers of requirements or prohibitions imposed by law or rule that inhibit student achievement. The commissioner has provided for review procedures at the agency that allow for decisions to be made approximately fifteen days from the time of the receipt of a local district application for a waiver. An application for a waiver must include a written plan developed by the campus principal or district superintendent, as appropriate, and the faculty of the campus affected. It must also be approved by the district's board of trustees. For more information pertaining to waivers and applications, please contact Joe Spaulding in the Division of Accreditation at (512) 463-9630.

Site-Based Decision Making

House Bill 2885 contained a specific section requiring districts to develop and implement a plan for site-based decision making not later than September 1, 1992. This section requires several actions.

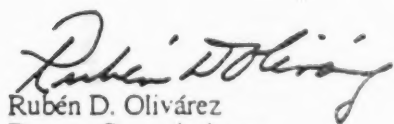
- 1) Districts are to outline the role of school committees regarding decision making related to:
 - goal setting,
 - curriculum,
 - budgeting,
 - staffing patterns, and
 - school organization.

- 2) The commissioner of education is to identify or make available to school districts various models of implementing site-based decision making not later than January 1, 1992.
- 3) Each district will submit its plan to the commissioner of education for approval.

In order to assist districts in their efforts to plan for site-based decision making, agency staff are currently contacting representatives of local districts, education service centers, and professional associations to develop a listing of available models and sources of training on site-based decision making to share statewide. Guidelines for the submission of district plans for site-based decision making are also being developed, and will be provided to districts prior to January, 1992.

In addition to your campus performance information on the academic excellence indicators, you will find excerpts of Senate Bills 1 and 351 and House Bill 2885, that relate to planning and site-based decision making, accompanying this letter. We hope you will find this information informative and helpful. If you have questions about the AEIS, please contact David Stamman in the Division of Program Evaluation at (512) 463-9524. If you have questions concerning site-based decision making or planning, please contact Deborah Nance in the Division of Accreditation at (512) 463-9620 for assistance.

Sincerely,



Rubén D. Olivárez
Deputy Commissioner
Division of Accreditation and School Improvement

Enclosures

Bibliography

VII-1

SITE-BASED DECISION MAKING BIBLIOGRAPHY BOOKS

Amundson, K. (1988). School-Based Management: A Strategy for Better Learning. Arlington, VA: American Association of School Administrators.

This book reviews excellent information, specifically some strategies on school-site management. It makes an excellent source for simple steps for site-based management implementation.

Bacharach, S.B. (ed.)(1990). Education Reform. Boston, MA: Allyn and Bacon.

A collection of essays on six of the most important issues facing the education establishment and its constituents. A single thread runs throughout virtually all of these discussions of how best to prepare our schools and our students for the challenges of the twenty-first century.

Bailey, W. (1991). School-Site Management Applied. Lancaster, PA: Technomic Publication.

Bailey reviews several texts on the topic of site-based management, (a concept supported by his book) and finds a "paucity" on operational texts. This book is his attempt to facilitate the application of school-site management. It is an excellent book which takes every significant element of site-based management and addresses them thoroughly.

Barth, Roland S. (1990). Improving Schools From Within. San Francisco, CA: Jossey-Bass Inc. Publ.

Roland S. Barth is a senior lecturer on education at Harvard University. He served as a public school teacher and a principal for fifteen years. In this book Barth shows that lasting improvements in public education must come from *within* the schools themselves. Drawing on his many years of experience as a teacher and a principal, he explains why those closest to students are best qualified to implement and sustain change, and he offers a range of innovative ideas on how to reform our schools from within.

Bolman, L.G. & Deal, T.E. (1990). Reframing Organization. San Francisco, CA: Jossey-Bass Inc. Publ.

Bolman and Deal consolidate key learning from organization theory into four practical perspectives or "frames"—the structural, human resource, political, and symbolic frames that help managers understand what is going on in their organizations and what they can do about it. They reveal how the structural frame helps managers establish and maintain the formal roles and relationships that enable organizations to get things done.

Brown, D. (1991). Decentralization. Newbury Park, CA: Corwin Press, Inc.

Daniel J. Brown, Ph.D., is a professor of education at the University of British Columbia, where he focuses on educational finance and computers in education.

Candoli, C. (1991). School System Administration. Lancaster, PA: Technomic Publication.

This book is an amalgamation of a variety of influences, concepts, and notions that have been tested during the author's tour as a superintendent of large school districts during the 1970's and 1980's. It examines the evolution

of the American school system to set the stage for the consideration of a restructured school system; traces the development of the office of superintendent of schools and provides several models of school system organization for the reader to consider. It provides several models of school system organizations that range from the traditional to a variety of models to use in the restructuring process, and it presents the seven functions as they should be conceived for implementation of a site-based management approach.

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Bill Cook is director of Cambridge Management Group, Inc., a firm specializing in strategic planning for educational clients throughout the United States and abroad. In this book, Bill Cook differentiates strategic planning, both by context and content, from other ordinary kinds of planning such as comprehensive, long-range, program and project planning. He explains the relationship of "site-based" or "school-based" planning to strategic planning; and attempts to provide a comprehensive guide to sub-strategic planning.

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Richard F. Elmore is professor in the College of Education at Michigan State University. This book offers a comprehensive examination of the many varied and often conflicting proposals for restructuring school that have been put forth to achieve educational reform.

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G. Alfred Hess Jr. is Executive Director of the Chicago Panel on Public School Policy and Finance, a multiracial, multiethnic coalition of 20 nonprofit agencies dedicated to improving public education in Chicago. This book is a case study of the third-largest urban school system in the United States and the reform movement that was mobilized to address its problems.

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manageable stages__refinement, renovation and redesign, the three R's of school improvement.

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Roger Kaufman is Professor and Director of the Center for Needs Assessment and Planning in Florida State University. Jerry Herman is Professor and Area Head Administration, and Leadership School of Education at the University of Alabama. This book is a guide for educational executives, board members, and planners who want to help create a better future for their students, communities, teachers, and themselves. It provides a proven, practical, and understandable framework for strategic planning, along with the steps and stages to do it. This book fills in the details of both what has to be done (and why), and demonstrates how to get each step of strategic planning accomplished.

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Anne Lewis is a national education writer based in the Washington D.C. area. She went to the education field as an award-winning reporter for the Corpus Christi Caller. Ms. Lewis is a prolific writer and editor contributing greatly to reports on education reform. In this book she shares the opinion and the experiences of local leaders, prominent reformers and several state and national organization representatives.

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John J. Mauriel is associate professor of strategic management in the Carlson School of Management at the University of Minnesota. He is also director of the Bush Foundation's Public School Executive Fellows Program. In this book, Mauriel shows how central office executives can apply a broad range of successful corporate leadership approaches to help plan and implement strategic change within school districts. He details how to objectively assess the strengths, capabilities, and limitations of the local school system in order to develop a set of realistic goals and programs that are consistent with the mission and purpose of the district. The author gives specific advice on how to implement change efforts in school districts__including guidance on resolving conflicts and issues concerning politics, improving operations, providing instructional leadership, and allocating resources. He describes in detail how to evaluate an ongoing strategic plan and prepare an annual report to the school district.

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Glenn M. Parker is president of Glenn M. Parker Association, a consulting firm specializing in human resources and organizational development. In this book, Parker identifies four styles of team players—*Contributors, Collaborators, Communicators, and Challengers*—who are critical to an effective, dynamic team. Drawing on stories from more than fifty team-driven organizations, he shows how the right balance of styles creates a productive team whose members complement, challenge, and inspire one another.

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Seymour B. Sarason is a professor of psychology at the Institution for Social and Policy Studies at Yale University. In his book, Sarason illustrates how long-standing educational structures, coupled with the need of various groups to defend their self-interest and preserve their power, stifles reform efforts. He calls for entirely new, far-reaching educational initiative that build on children's natural curiosity and willingness to learn—and he offers insights for educators into how

they can make significant reforms that produce substantial, long lasting results.

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